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A STUDY OF THE PROCESS OF CURRICULUM PLANNING AND
DEVELOPMENT IN CANADIAN PROVINCIAL
DEPARTMENTS OF EDUCATION

by



JOSEPH DANIEL HOROVATIN

A THESIS

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In curriculum planning and development there are several levels of decision making involving personnel from classrooms to provincial educational departments. To determine what can be and what may be taught in Canadian schools, data about the nature of the learner, society, and knowledge as well as the legal and moral influences affecting curriculum decisions must be considered. Those persons or groups possessing this information should be included in related curriculum decisions. Therefore, to provide a curriculum which would

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of the Process of Curriculum Planning and Development in Canadian Provincial Departments of Education," submitted by Joseph Daniel Horovatin in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

In curriculum planning and development there are several levels of decision making embodying personnel from classrooms to provincial educational departments. To determine what can be and what may be taught in Canadian schools, data about the nature of the learner, society, and knowledge as well as the legal and non-legal influences affecting curriculum decisions must be considered. Then persons or groups possessing this information should be included in related curriculum decisions. Therefore, to provide a curriculum which would best meet the needs of individual students cooperative decision making from knowledgeable lay citizens and teachers to Department of Education officials is necessary. This study attempted to determine who were responsible for making important decisions in curriculum planning and development in Canadian provinces.

In order to analyze both the process of curriculum planning and development employed by Canadian Provincial Departments of Education, and the roles of Provincial Directors of Curriculum in curriculum decision making a theoretical framework was established. It was designed in order to help identify the areas in which crucial decisions are made and to suggest the basis on which they are made. More specifically, this study attempted to analyze such questions as:

1. At what level and by whom were certain curriculum decisions made?
2. What types of committees were established for curriculum development and improvement?

3. How was the lay public represented on these committees?
4. How were professional educators represented on these committees?
5. Where did the Provincial Directors of Curriculum fit in the total organization?

A questionnaire was developed and distributed to all Canadian Provincial Directors of Curriculum. It consisted of four parts which sought information about:

- a) the committee structure used in curriculum planning and development,
- b) who were responsible for decision making with respect to representative issues in the area of the elements of curriculum plus the evaluation of it, and in the area of background information which act to a degree as determinants and which include the nature of the learner, society, and knowledge,
- c) the composition of the curriculum committees,
- d) the relationship of the Directors of Curriculum and the Curriculum Branches within respective Departments of Education.

The following is a summary of some of the more significant findings of the study:

1. No apparent trend or pattern of development was detected with respect to the structure, membership, and functions of the committees used to plan and develop Canadian provincial curricula.

2. The establishment of Major Curriculum Committees¹ responsible for the direction of specific levels of the curriculum or educational program was a noted practice used only by a few provinces.

3. The responsibility for the majority of decisions made in planning and developing Canadian provincial curricula is vested in the officials of Provincial Departments of Education.

4. Through representation on curriculum committees professional educators shared responsibility for approximately one-half of the decisions in each of the following areas--Curriculum Objectives, Curriculum Content and Learning Experiences and Curriculum Evaluation.² They had a lesser share of responsibility for decisions in the areas of Background Determinants and Curriculum Organization.

5. Practices related to the provision for lay representation on curriculum committees varied among provinces. With the exception of professional, business, and industrial organizations few citizen groups had representation on curriculum committees charged with responsibility for significant curriculum decisions.

6. Through representation on curriculum committees public organizations had a greater share of responsibility for decisions in the areas of Curriculum Objectives and Curriculum Content and Learning Experiences than in the areas of Curriculum Evaluation and Background Determinants and no share in the area of Curriculum Organization.

¹Refer to page 7 of the thesis for definition of term.

²Refer to Appendix A--Questionnaire, Part B.

7. The levels of authority between the office of the Director of Curriculum and that of the Minister of Education varied among the provinces surveyed.

8. In each province there existed variations in the personnel organization of the Curriculum Branch.

9. The Directors of Curriculum were divergent with respect to the number and types of curriculum committees on which they served.

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Dr. Neal first deserves acknowledgement for his concern, encouragement, and support in the writing of this thesis. The writer is cognizant of the aid given by the committee members through their time in reading and criticizing this work. The financial assistance made available by the University of Alberta is greatly appreciated.

The writer wishes to express his gratitude to the Department of Education officials in each province for their cooperation and willingness to provide the necessary information.

F O R D I A N E

The writer wishes to pay tribute to his wife who continually gave support and met the many demands of a graduate student with patience and understanding.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

The process of curriculum planning and development involves the identification of important decisions which must be made when curriculum planners attempt to determine what can be and what may be taught. A review of the literature revealed that most curriculum authorities agree that there are three major kinds of data-sources which are the bases for these decisions. Theoretically, it is advised that curriculum builders consider information about the societal forces causing change, knowledge of the human being as a learner, and the accumulated body of organized knowledge about the world and man in their designs for curriculum planning and development.¹

Saylor and Alexander identify five levels of curriculum decision making--the classroom teacher; the teaching group; the school; the school system; and the State Department of Education.² Who makes what decision depends upon the nature of the decision to be made and

¹For example see Ole Sand, "Bases for Decision," Role of Supervisor and Curriculum Director in a Climate of Change (ASCD 1965), pp. 32-36.

²J. Galen Saylor and William M. Alexander, Curriculum Planning for Modern Schools (New York: Holt, Rinehart and Winston, Inc., 1966), pp. 18-23.

the kinds of data required to make it intelligently.

The purpose of this study was to analyze the process of curriculum planning and development used by the Provincial Department of Education in each Canadian province, and to summarize and interpret the procedures used for Canada as a whole. A theoretical framework designed to assist in the analysis was developed. Theoretical arguments presented in the literature on curriculum building served as a basis for the framework which is developed in detail in Chapter II. The provincial Curriculum Directors' roles in decision making and the process of curriculum planning used by each province were analyzed.

II. PROBLEMS CONFRONTING CURRICULUM MAKERS

Virtually no research has been conducted and very little literature written describing the processes for curriculum planning and development used by Canadian Provincial Departments of Education. American studies have been concerned with defining the role of the director of curriculum within local school district organizations. Some research has been conducted which analyzes the leadership role of State departments of education in curriculum improvement. Research of this latter type is reviewed in Chapter II.

As a result of recent findings by educational psychologists concerning the learner and the learning process the renewed emphasis in curriculum is on developing individualized programs of study and providing for flexible organization of time, facilities, and personnel. This trend has significant implications for all curriculum builders,

whether they work at the local district level or at the provincial level. One important question facing education is, whether classroom teachers and local school administrators have sufficient freedom to implement or experiment with these innovations or whether their efforts are hampered by curriculum requirements and regulations imposed by provincial Departments of Education.

Some recent changes and developments in American curricula are the results of cooperative efforts by university scholars, educators, and physical and social scientists. Such practices place education on the threshold of a renaissance which promises needed curriculum improvement through cooperative decision making processes. Such processes are based on the conviction that wherever possible people who are affected by a policy or a program or a decision should share in its making. Valid decisions are ensured when they are made by persons possessing the data or knowledge essential for sound decision making.

In theory, the state legislature's role requires the setting forth of general goals for the schools, providing adequate financial support, and delegating broad powers of implementation to local school district authorities.³ However, a common complaint is that too often in actual practice Departments of Education prescribe curriculum content or require specific courses, thus restricting local authorities

³Project on Instruction, Schools for the Sixties, A Report of the NEA Project on Instruction (New York: McGraw-Hill Book Co., 1963), pp. 18-21.

to rigid programs which fail to meet the needs of the individual student. Although legal authority to make curriculum decisions is in the hands of provincial and local educational officials, many forces influencing these decisions are independent of those persons and agencies. This is evident in the reaction of local directors of curriculum in American school districts who complained of being saddled with such unproven innovations as eighth grade algebra, educational TV and programmed learning. These curriculum directors complained of ". . . being brushed aside in recent years by legislatures, national study councils, foundations and other influential groups with designs on the curriculum."⁴

In the United States curricular decisions are being made, increasingly, by groups and individuals outside the formal federal, state, and local structures of public education. What implications does this have for Canadian curriculum practices which tend to be affected by American innovations? Using a theoretical framework which indicates the nature of curriculum decisions, this study attempted to analyze such questions as: At what level and by whom are certain curriculum decisions made? What types of committees are established for curriculum development and improvement? How is the lay public represented on these committees? How are professional educators represented on these committees? Where does the provincial director of curriculum fit in the total organization?

⁴The Staff, "Lost Leadership?" The Curriculum Letter, Vol. 2, No. 9, April, 1963.

III. THE PROBLEM AND SUB-PROBLEMS

The Problem

The purpose of this study was to analyze the process of curriculum planning and development employed by Provincial Departments of Education in the ten Canadian provinces. More specifically, the type of committee structure used and the provincial Curriculum Directors' roles in curriculum decision making were analyzed.

The Sub-problems

In order to determine the function of the Director of Curriculum and to analyze the type of curriculum committee structure used in the process of curriculum planning and development the following questions were investigated:

1. What are the major functions of the Director of Curriculum in provincial Departments of Education?
2. What is the relationship of the Director of Curriculum to other personnel within the Department of Education?
3. What is the relationship of the Director of Curriculum to major, minor, and other curriculum committees?
4. What is the position of the Curriculum Branch (unit) in the formal structure of the Department of Education?
5. What type of curriculum committee structure is used by Curriculum Branches?
6. What types of professional educators and lay representatives serve on curriculum committees?

7. Who is responsible for decisions concerning such matters as background determinants, the objectives, the content, the learning experiences, and evaluation within the process of curriculum planning and development?

IV. THE SIGNIFICANCE OF THE PROBLEM

There is a dearth of literature on the function and responsibilities of directors of curriculum in Canadian education. Like so many other administrative and specialist positions, that of the director of curriculum appears to have emerged with little direction or definition of role. In a period in which "explosions" in population, knowledge and communications contribute to rapidly changing conditions "a realistic picture of current patterns of decision making is needed to guide the supervisor and curriculum director. . ."⁵ However, before realistic guide-lines or job descriptions defining the role of local school directors of curriculum can be established it is essential that the function of the Provincial Departments of Education, with respect to curriculum matters, be described.

V. DEFINITION OF TERMS, LIMITATIONS, AND DELIMITATIONS

Definition of Terms

A short glossary of the more common terms and phrases in this

⁵Ole Sand, op. cit., p. 42.

study is given for the purpose of facilitating an understanding of their usage.

Curriculum. The meaning of curriculum is interpreted for the purpose of this study as being the official statement which sets out the objectives of education, the suggested or required course content, the recommended learning experiences teachers should provide, and such suggested teaching procedures as may be included.

Director of Curriculum. The permanent staff member in the Department of Education who is responsible for directing the activities in planning and developing the provincial curriculum.

Principal Personnel. Persons from the provincial government staff who share in the responsibility for curriculum decisions.

Major Curriculum Committees. Policy making or co-ordinating committees which act as sources of final recommendation to the Minister or Director of Curriculum on curriculum matters within their jurisdiction.

Minor Curriculum Committees. Various subcommittees used for purposes which relate to the work involved in curriculum planning and development, such as, appraising existing courses, selecting textbooks, or revising and re-writing curriculum bulletins.

Advisory Curriculum Committees. These are ad hoc or standing committees charged with specific tasks and responsible to the Major or Minor curriculum committees. They may be government appointed or voluntary lay groups.

Limitations

There are several limitations of this research:

1. The primary means of obtaining data for the study was limited to the questionnaire method in order to obtain information about curriculum planning and development in all provinces.
2. The questionnaire was limited to certain selected decisions which were assumed to be representative of those made in the process of curriculum planning and development and were not intended to be all inclusive. The items selected and incorporated in the questionnaire were those which were found to be referred to most often in the literature on curriculum decision making.
3. In all human organizations the concepts of responsibility and influence are extended through both formal and informal member interactions. Often individuals or groups from outside the organization are able to influence organizational activities through certain members within the organization. In determining who was responsible for various curricular decisions the methodology used in this study restricted the analysis to responsibility for curriculum decisions that was formally delegated to specific personnel or committees.

Delimitations

1. This study proposed to include the Directors of Curriculum in the Department of Education in each of the Canadian provinces. Consequently the aim of the study was to obtain partial coverage in

all provinces rather than to cover in depth a few situations and generalize to the larger population.

2. The information gathered was sought only from the Directors of Curriculum and not from any other personnel involved in curriculum planning and development. Consequently, the questionnaire responses contained an obvious bias since these officials may have viewed their role in curriculum planning and development as a dominant one.

3. The major findings reported in this study were based on the conditions existing in the provinces during 1967.

VI. ORGANIZATION OF THE THESIS

Chapter II of this study reviews the literature related to the study and presents a framework which indicates the nature of decision making in the process of curriculum planning and development. Chapter III includes a description of the instrument used, the procedure followed in collecting the data, the response received, and the method of analysis of the data. Each of the Chapters IV to XI, is devoted to the findings related to one of the provinces from which a usable questionnaire return was received. In each Chapter are described: the persons included on curriculum committees, the type of committee structure employed, the Department officials or committees responsible for certain curriculum decisions, and the general provincial organization used for curriculum development. In Chapter XII the findings are summarized and the practices used in curriculum decision making are analyzed. Chapter XIII deals with the limitations of the study, the implications, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

I. REVIEW OF THE LITERATURE

The purpose of the review of the literature was to discuss the analysis of the curriculum process, to indicate the elements involved and the role of decision making in this process.

The review revealed a considerable number of role studies within the field of Canadian education which concentrated on the superintendent, principal, vice-principal and various consultant and supervisory personnel. However, no research was found which dealt with the function of the director of curriculum in Canadian school systems or with the role of provincial directors of curriculum. This paucity of Canadian information made it necessary to turn to information from the United States of America.

Responsibility at the State Department Level

At the request of the Study Commission of the Council of Chief State School Officers, staff members of the Instruction, Organization, and Service Branch of the Division of State and Local School Systems undertook a study of curriculum responsibilities of State Departments of Education.¹ A summary of the data analyzed in this study with

¹Howard H. Cummings and Helen K. Mackintosh, Curriculum Responsibilities of State Departments of Education (Washington: United States Government Printing Office, 1958).

respect to the responsibility of State Departments of Education for curriculum development indicated the following practices:

1. In addition to maintaining a minimum educational program certain areas of learning are specifically designated.
2. The role of the State Department has tended to be a leadership and coordinating role to bring experienced persons together to help plan State programs.
3. An experimental method coupled with a program of continual revision is the best method of improving instruction.
4. An expansion rather than a replacement of interest in traditional subject fields is indicated in State Departments' increasing recognition of the nature of the child growth and development. This is evident in their willingness to experiment with new areas, such as, safety, conservation, and home and family living.
5. The recognition that to be effective educational theory must be validated and implemented in classroom practice is apparent in the effort to develop teamwork between the educational specialist and the classroom teacher.
6. The aim of State Departments is to improve the total education program; to that end they are at work in all subjects at all levels.
7. The major problem in improving instruction is communication, within the State Department itself, to bring current research to teachers and administrators, and in keeping lay

groups informed.

8. A need to set up a program of continuous statewide evaluation is recognized.

The National Education Association in a report of the Project on Instruction made several recommendations in response to the question, "Who should make what decisions for the public schools today."² There are a number of constitutional and historical differences that have resulted in important variations between American and Canadian educational situations. However, the writer believes that the following recommendations may be suggested as guidelines for decision making in the process of curriculum planning and development. Where necessary the terminology was modified in order to give the statements a Canadian interpretation. The NEA report recommended that:

1. Local school faculties be responsible for decisions about what and how to teach.
The teachers make final instructional decisions with consideration given to recommendations from appropriate local, provincial and national groups representing the teaching profession, academic scholars and the public.
2. Local school boards make policy decisions in their effort to assist the Province to fulfill its responsibility for education.
The Professional staff with the leadership of local administrators make decisions concerning the implementation of those policies.

²Project on Instruction, Schools for the Sixties, A Report of the NEA Project on Instruction (New York: McGraw-Hill Book Co., 1963), pp. 12-21.

3. Provincial education authorities be responsible for decisions concerning the establishment of standards for public school instruction, the provision of adequate resources for their achievement and the encouragement of curriculum development, experimentation and innovation in local schools.
4. Provincial legislatures be responsible for decisions concerning the setting forth of general goals for the schools, the provision of adequate financial support, and the delegation of broad powers of implementation to the provincial department of education and local educational authorities. Prescribing curriculum content or legislating specific courses is not a role of provincial legislatures.
5. Non-governmental groups to stimulate curricular and instructional experimentation and innovation may be encouraged. Scholars in the academic fields and the teaching profession should be involved in such efforts.

In a number of these recommendations and in number three in particular, the NEA report emphasized a leadership role for Departments of Education. It might be assumed, therefore, that some personnel in Provincial Departments of Education should be well prepared in curriculum theory and instruction and in the subject matter fields if they are to be able to provide province-wide leadership in the process of curriculum planning and development. This leadership is particularly necessary to assist smaller local school systems which do not have adequate curriculum personnel. In order to exercise leadership for stimulating improved instructional programs in local schools the Department of Education's Curriculum Branch may adopt such procedures as:

- a) establishing a separate unit within the department specifically geared to stimulate and to finance the design and evaluation of new instructional programs in schools all across the province.

- b) providing coordination and some subsidy for the demonstration of new instructional programs.
- c) publishing curriculum materials that have been developed by province-wide groups with membership including classroom teachers, school administrators, university professors from education and from the academic disciplines, and, when appropriate, lay citizens
- d) sponsoring province-wide or regional workshops and study conferences focused on particular curriculum problems, with membership from the groups listed just above.
- e) providing up-to-date and usable statistics related to pupil population, pupil growth and development characteristics, etc. and helping local units to do likewise.
- f) providing local school personnel with information about evaluations of available learning materials, proposals from national projects, and outstanding curriculum materials from other areas.

The Function of a Theoretical Design for Curriculum Development

A theory of curriculum development can serve as an indicator of the role of any individual or group involved in the planning and development of curricula. Herrick states that "the general task of curriculum theory is to give perspective and a sense of relationship to all the factors involved in the development of an educational program."³ Such factors as the elements of curriculum, the legal and non-legal influences which affect curriculum decisions and the background information which serves as a basis for decision making can be incorporated in an overall design which places the process of curriculum planning in perspective. The elements of curriculum include

³Virgil E. Herrick and Ralph W. Tyler, Toward Improved Curriculum Theory. Supplementary Educational Monograph No. 71 (Chicago: University of Chicago Press, 1950), p. 1.

objectives, content and learning experiences. Curriculum decisions are influenced by such legal factors as the provincial statutes and laws which govern education and non-legal activities of pressure groups and various interested agencies or institutions. Background information about the nature of the learner, his society, and current fields of knowledge acts to a degree as determinants in decision making.

All these factors are an integral part of the theoretical framework for a process of curriculum planning. Herrick proposes that the over-all theoretical design of the curriculum include two interrelated sub-designs:

1. the one sub-design with its statement of some of the factors influencing the decisions of curriculum, and
2. the other sub-design with its statement of the elements about which decisions are going to be made.⁴

Curriculum development is a complex undertaking that involves many kinds of decisions. These decisions are made at various levels and are made or influenced by a variety of individuals and groups. At one level, decisions are made by the classroom teacher about matters concerning an individual learner. At another level, quite remote from the classroom, the Director of Curriculum within a Provincial Department of Education makes curriculum decisions which affect the education of all students within the province. A theory

⁴Ibid., pp. 41-142.

of the process of curriculum planning and development "should help to identify what these points of crucial decisions are and the basis on which these decisions are made."⁵ In one sense, curriculum planning and development can be described as a decision making process. This process operates within a framework that includes the elements of the curriculum which identify the areas in which crucial decisions are made and the factors which influence the making of those decisions.

The Definition of Curriculum

Before presenting an analysis of the process of curriculum planning and development it is necessary to define the concept of curriculum as it relates to this study. In a review of the literature on the subject of curriculum theory Beauchamp observed that there was much variance in the way curriculum was defined. He concluded that three discrete notions of the concept of curriculum could be identified; the experience notion, social notion and psychological notion. Thus, he stated:

. . . that the existence of these differences in definition sets the stage for differences in curriculum theory because once the definition is stated it tends to prescribe for the work efforts to follow.⁶

If curriculum building is considered to be a process of decision

⁵Hilda Taba, Curriculum Development Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 420.

⁶George A. Beauchamp, Curriculum Theory (Wilmette, Ill: Kagg Press, 1961), p. 35.

making the dilemma of three discrete notions of the concept of curriculum may be avoided. That is, in curriculum decision making the information regarding experience, social and psychological factors of the learner and learning is the basis on which decisions are made. To plan and develop the curriculum without giving careful consideration to each of these notions is restricting.

A recent trend in curriculum theory is toward broader, more encompassing, definitions of curriculum. For example, Doll observed that:

. . . the commonly-accepted definition of the curriculum has changed from content of courses of study and lists of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school.⁷

Such a definition of curriculum as the one above has been formulated by curriculum writers concerned with curriculum development at the local classroom, school or system level. The study presented here dealt with curriculum planning and development at a level more remote from the individual student. Consequently, the interpretation of the meaning of curriculum which was adopted differed from the commonly accepted definition of curriculum in general usage.⁸

In summary, from the review of the literature it appears that in an analysis of the process of curriculum planning consideration

⁷Ronald C. Doll, Curriculum Improvement: Decision-making and Process (Boston: Allyn and Bacon, Inc., 1964), p. 15.

⁸The definition of the term curriculum as used in this study is presented on page 7.

should be given to such things as:

- a) the overall design and the process of curriculum planning
- b) the elements of curriculum
- c) the background knowledge which acts to a degree as determinants in decision making, and
- d) the formal organization for decision making.

II. THEORETICAL FRAMEWORK

An Analysis of the Process of Curriculum Planning

The purpose of this section was to develop a theoretical framework through which curriculum decisions and the factors involved in curriculum planning could be seen as part of an understandable curriculum structure or design. The theoretical framework would place in perspective such factors as the elements of curriculum, the background determinants necessary for making rational curriculum decisions, and the legal and non-legal influences which affect curriculum decision making. The framework also would identify the areas within the process of curriculum planning and development at which crucial decisions are made.

Elements of the Curriculum

The elements of curriculum include the objectives, content, and learning experiences. Although "evaluation" was not included in the definition of curriculum it is an important area with which curriculum makers are concerned. Therefore, evaluation was considered as an

activity which should be included in the study. The elements of curriculum (with evaluation added) are illustrated in Figure 1.

The elements of curriculum are central to the process of curriculum development. The content and learning experiences are divided into two levels, the first dealing with selection and the second with organization. Figure 1 suggests a sequential development within this process leading from decisions concerning the objectives of the curriculum to decisions about the final evaluation. Since the end product of curriculum is the result of a process involving a series of decisions it should be clear that evaluation does not merely assess the final outcome; it must also appraise the consequences of the decisions made at the intermediate levels within the process of curriculum planning.

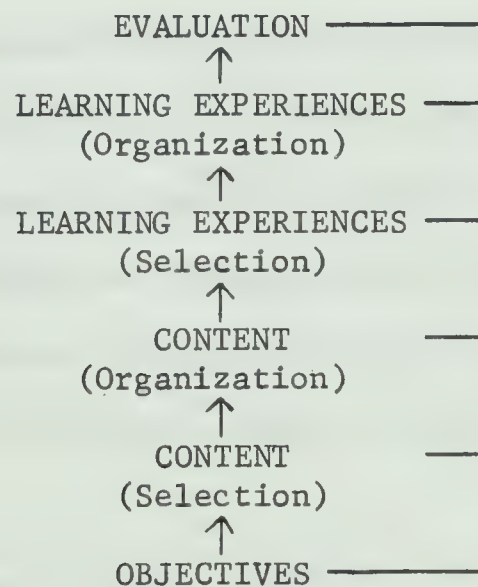


FIGURE 1

ELEMENTS OF THE CURRICULUM

In the following pages more detailed consideration is given to the elements identified above and to ways of making decisions about them.

Objectives. Once the information incorporating the "background determinants" has been established and clearly and comprehensively stated it provides the basic framework and sets the limits for the determination of the objectives of the curriculum.

Herrick states ". . . that objectives serve as a basis for determining subject matter and teaching procedures as well as for evaluation."⁹

Saylor shares this view that, "the aims of the school constitute the basis for determining the nature of the learning experience to be provided pupils."¹⁰

Taba agrees that the "formulation of clear and comprehensive objectives provides an essential platform for curriculum."¹¹

From the preceding statements by these curriculum theorists the importance of establishing well defined objectives as the initial phase in curriculum planning and development is apparent.

In summary, curriculum theorists identify the development of curriculum objectives as an area in which crucial decisions are made.

⁹Herrick and Tyler, op. cit., p. 41.

¹⁰Galen J. Saylor and William M. Alexander, Curriculum Planning for Modern Schools (New York: Holt, Rinehart, and Winston, Inc., 1966), p. 271.

¹¹Hilda Taba, op. cit., p. 12.

Content. "What knowledge to select and how to organize it for learning--these are two of the problems that require continuing attention."¹² Curriculum theorists recognize that the rapidly accelerating growth in the accumulation of knowledge has rendered as meaningless and obsolete the school problem once known as "coverage". The current "explosion in knowledge" has made it impossible for students to learn even summaries of existing knowledge. It seems preferable that developers of curriculum recognize "that education is a process of changing behavior and that a changing society requires the capacity for self-teaching and self-adaptation."¹³

Bruner supports this contention when he states that learning be "designed to produce general understanding of the structure of subject matter" rather than to memorize isolated facts about the subject.¹⁴

The National Committee for the Project on Instruction made several recommendations concerning the selection and organization of content and the appropriate roles of academic scholars, educators and laymen in this task.¹⁵ The following recommendations indicate the basis on which decisions related to content may be made.

- a) The objectives derived, with a clear statement of priorities, give direction to all curriculum

¹² NEA Project on Instruction, op. cit., p. vi.

¹³ Ibid., p. 9.

¹⁴ Jerome S. Bruner, op. cit., p. 6.

¹⁵ NEA Project on Instruction, op. cit., pp. 49-57.

planning. This applies to adding content, eliminating content, or changing the emphases in various topics and fields of study.

Thus, the criteria for good decisions about content matters are dependent upon valid and clear objectives and precise descriptions of the changes in behavior needed to achieve the desired objectives. If the objectives of education are to ensure that pupils acquire the ability for self-teaching and self-adapation, these general behaviors must be clearly defined in terms of more specific objectives.

- b) The curriculum branch or committee responsible for planning and development provides for continuous study and evaluation of each curriculum area. Recent findings in the academic disciplines must be reviewed in order to determine their relevance to change or modification in the instructional program. These reviews are most effective when the knowledge and skills of teachers, administrators, academic scholars, educational scholars and lay citizens are utilized, each contributing his special competence to the total task.
- c) Those responsible for making selections of content must cautiously study the results and recommendations of curriculum projects sponsored by nationally oriented groups with a view to applying promising findings.

Provision must be made for decisions to be made at the local level by the professional staff about whether to use and how to use the results of national studies.

- d) The content of the curriculum must be organized in such ways that students may progress, from early to later school years, toward an increasingly mature utilization and organization of their knowledge. Helping learners see interrelationships and achieve unity from the diversity of knowledge is basic to any organization of content. Local staffs must be given considerable freedom to experiment with a variety of ways of organizing content. The nature, meaning, and structure of the discipline and differences in the ways students learn are to be taken

into account in selecting a particular plan of organization and evaluating its effectiveness.

Learning Experiences. This element in the process of curriculum planning and development involves decisions concerning such problems as:

. . . how to translate the content to be learned into appropriate learning experiences and how to project learning experiences that accommodate variations in ability to learn, in motivation, and in mental systems.¹⁶

The objective here is to provide experiences which produce the desired changes in behavior and thus achieve the specified objectives. Saylor and Alexander summarize the criteria on which decisions concerning learning experiences must be based:

- a) The motivational syndrome of the individual himself--his drives, his needs, his perceptions, his self-concepts, his expectations, and his aspirations--constitutes one of the primary bases for the selection and development of learning experiences in the school program.
- b) The program of the school and the learning experiences selected for pupils at all levels must be adapted to the maturity, capacities, and abilities of the learners.¹⁷

Valid decisions about learning experiences are best made by educators, academic scholars and lay groups who have a good knowledge about the learners for whom the curriculum is being developed as well as an understanding of the learning process. It is obvious that no uniform set of common learning experiences for all groups is

¹⁶Hilda Taba, op. cit., p. 13.

¹⁷Saylor and Alexander, op. cit., pp. 49 and 50.

acceptable and provision in the curriculum process must be made to allow crucial decisions to influence the selection and organization of learning experiences at the classroom level.

Evaluation. The final activity is one which involves evaluation of the curriculum. It involves the determination of behavioral changes and the interpretation of these changes in terms of the original objectives. Evaluation leads to a re-appraisal of the entire process of curriculum planning and development including the re-formulation of objectives of desired behavioral changes in more specific terms.

Background Determinants

A sound foundation upon which to develop a curriculum requires information and facts about the nature of the learners, the nature of society and the nature of knowledge. Establishing this foundation must be an early task of any unit or organization concerned with curriculum planning and development. It is on the basis of this information that decisions about the elements of curriculum are made. This information is secured through the establishment of a competent curriculum staff and the coordination of their activities with the consultant services of those who are able to provide valid and necessary information.

An aim of educators is to provide equality of educational opportunities to all children. A prevailing philosophy is that the schools must develop each child's potentialities and capabilities

to the maximum. In order to accomplish this goal and to specify the means to such objectives the curriculum planner requires considerable information about the students for whom the curriculum is being developed.

Saylor lists several items concerning the type of information about the learner which is pertinent to good curriculum planning.¹⁸ He suggested such items as: statistics related to pupil population; pupil growth and development characteristics and status, including physical, emotional and social, and intellectual features; personality traits, such as, values, attitudes and motivation; abilities, talents, and potentialities; socio-economic conditions; and information concerning the learning process. Saylor suggests these "items are not discrete categories" but "only state the various kinds of analysis and types of information necessary for valid planning."¹⁹

Knowledge about the social group for which schooling is provided is also necessary for effective curriculum development. Saylor urges "that basic cultural characteristics be clearly and comprehensively stated as a guide for all curriculum activities."²⁰ He states that information about such aspects of society as the following are essential: the beliefs, values and moral principles of the province

¹⁸Saylor and Alexander, op. cit., p. 53.

¹⁹Ibid., p. 54.

²⁰Ibid., p. 102.

or nation; community mores, tradition, expectations and value patterns; the prevailing philosophies of pertinent groups, educational, professional and lay; the social, economic and political conditions; and the psychology and sociology of cultural change.

The rapid advances and discoveries being made at the frontiers of various disciplines have consequences for the curriculum planner. Answers to questions concerning the selection of content are extremely difficult to find in an age where even mere summaries of all that is known would be impossible for students to learn. A precedent has been set in curriculum development in recent science and mathematics projects which have involved "university scholars and scientists, men distinguished for their work at the frontiers of their respective disciplines."²¹ By coordinating the activities of those responsible for curriculum planning and development with the efforts of such study groups pertinent information regarding the nature of knowledge can be acquired.

Legal and Non-Legal Influences. Curriculum development is influenced by the legal framework governing public education. In Canada, each province is given the legal responsibility for the education of its youth. Consequently, Provincial Legislatures have passed statutes and laws concerning education and have delegated the responsibility of certain aspects of educational matters to

²¹Jerome S. Bruner, The Process of Education (New York: Random House, Inc., 1960), p. 1.

subordinate bodies. Curriculum directors and their staffs whether at the Department of Education level or at the local school district level are influenced by and must operate in accordance with the legal framework established by the Provincial Legislature.

At various levels curriculum decisions are influenced by rules and regulations set by Provincial Departments of Education and by local school boards.

Non-legal factors also influence the decisions and operation of curriculum personnel. Strong, but somewhat intangible factors, such as, tradition, politics, and public opinion bring pressure to bear on the curriculum design.

Other identifiable non-legal factors include the influences of various pressure groups, government agencies, colleges, and universities.

Decision Making

Taba suggests that "continuous improvement of the instructional program demands that the most relevant knowledge be brought to bear as precisely as possible at each decision making point."²² This implies that cooperative decision making is a function of the process of curriculum planning and development and that those who possess the "most relevant knowledge" must share in that phase of curriculum development which utilizes their particular knowledge. Consequently,

²²Hilda Taba, op. cit., p. 13.

the placement of responsibility for a curricular decision depends upon the nature of that decision and the kind of knowledge required for a rational solution.

In order to bring the most relevant knowledge to bear at each decision making point Saylor and Alexander suggest that curriculum builders consider five levels of decision making within the process of curriculum planning and development.²³ These levels of decision making are illustrated in Figure 2. Applying this analysis to the Canadian situation, better decision making might be attained by delegating the power to make the particular decision to qualified persons within the appropriate level or by using a committee structure which includes knowledgeable representatives from this level, or by a combination of both procedures.

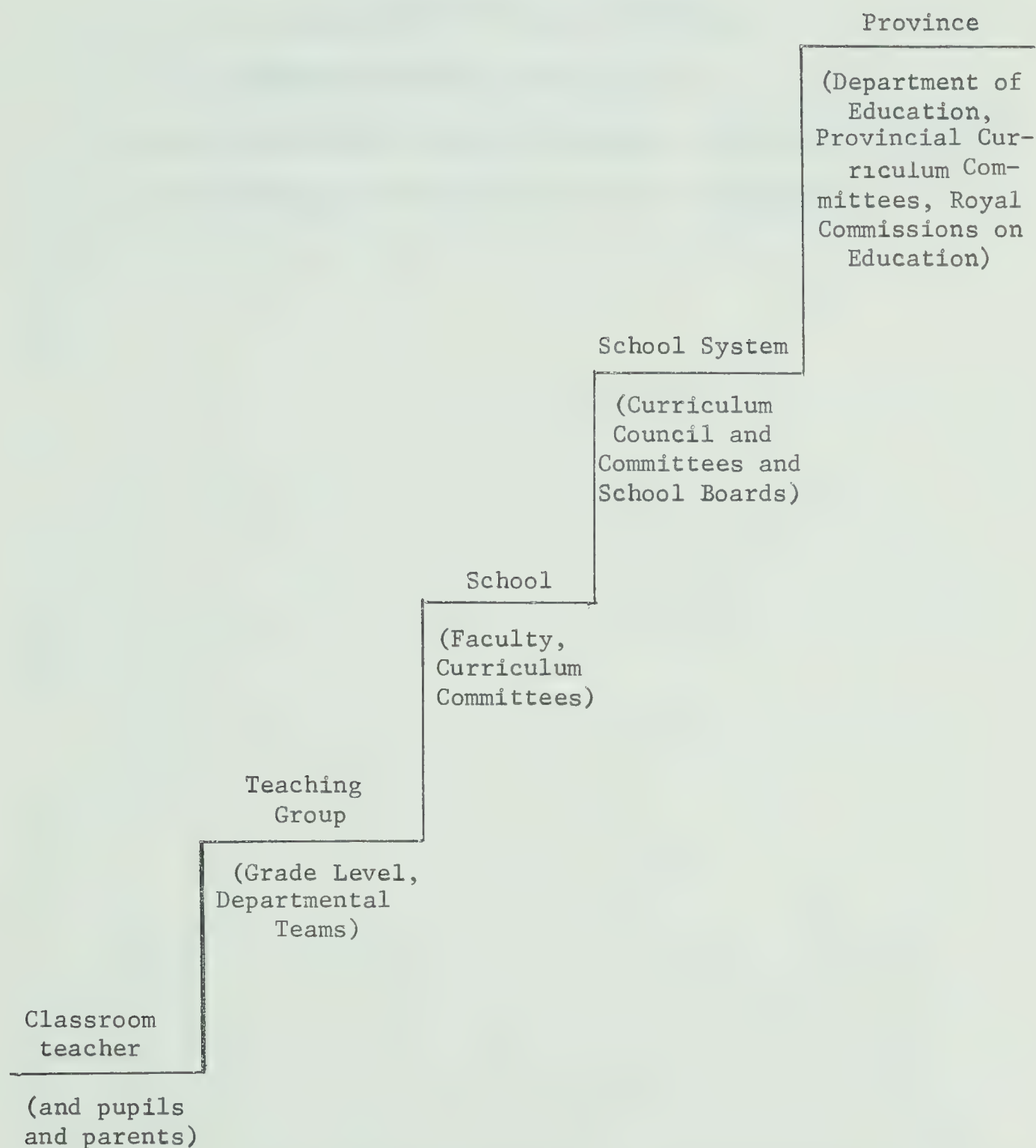
Summary

It is apparent from the literature and from common sense that the process of curriculum planning and development involves decision making under certain conditions. The areas in which decisions are made are as follows:

- i) the nature of the learner
- ii) the nature of society
- iii) the nature of knowledge, and
- iv) the elements of curriculum.

In determining the procedures used in and the conditions influencing decision making, the literature indicates the desirability

²³Saylor and Alexander, op. cit., pp. 18-21.



Source: This figure has been adapted from Saylor and Alexander,
Ibid., p. 18.

FIGURE 2

LEVELS OF DECISION-MAKING IN CURRICULUM PLANNING AND DEVELOPMENT

of investigating the following:

- a) the level at which a decision is made
- b) who is responsible for various decisions
- c) who influences decision making, and
- d) what information about the learner, society and the fields of knowledge serves as basis for the decision.

CHAPTER III

THE DESIGN OF THE STUDY

It was not possible to use an interview method for data collection because of the distances involved. Therefore, necessary information was collected through the use of a questionnaire. The questionnaire was distributed to the Director of Curriculum in each Canadian Provincial Department of Education

I. THE QUESTIONNAIRE

The questionnaire used consisted of four parts.¹ It was designed to seek information about the structure used for decision making with respect to representative issues in the areas identified in Chapter II.

The information sought in each part of the questionnaire is described in detail below.

Part A

This section attempted to determine the type of committee structure employed in curriculum planning and development by the Provincial Department of Education. A general framework which categorized each curriculum committee as either a Major Curriculum Committee, Minor Curriculum Committee or Advisory Curriculum Committee

¹See Appendix A. Questionnaire.

was suggested.² However, because variation in committee structure was anticipated, the respondent was encouraged to depart from this general categorization, if a departure was necessary, in order to describe more accurately the committee network used in his province.

The Director of Curriculum was also requested to list all government officials who shared the responsibility for making decisions which affected the provincial curriculum.

Part B

The responses to items in this section were intended to identify who were responsible for, or influential in, making various curriculum decisions. Categories of decisions made in the process of curriculum development were obtained from the literature as developed in Chapter II. Within each category typical items were selected to illustrate the type of decision being made. The five categories are as set out below.

Background determinants. These were decisions concerned with information about the nature of the learner, society and knowledge which serves as basic information for making subsequent curriculum decisions.

Curriculum objectives. These were decisions which defined the desired outcomes sought by the curriculum.

Curriculum content and learning experiences. In this category were decisions about content and learning experiences and how they are ordered sequentially within the curriculum.

²These committees were defined according to function on page 7.

Curriculum organization. These were decisions on how to organize the provincial curriculum in order to allow flexibility in the schools for such innovations as non-graded plans, team teaching, etcetera.

Curriculum evaluation. This section included decisions concerned with assessing the effectiveness of the curriculum and what changes may be necessary.

Part C

This section provided information regarding the composition of the curriculum committees used in the Province. The Director of Curriculum was requested to list in categories the government officials, the local school personnel and professional and lay organization representatives who served on provincial curriculum committees and to indicate on which committees each served.

Part D

In this section the Director of Curriculum was asked to provide organization charts and additional information which described the relationships of both the Director of Curriculum and the Curriculum Branch within the Department of Education.

II. TRIAL OF THE QUESTIONNAIRE

A preliminary draft of the questionnaire was distributed to eight Graduate Students in the Department of Educational Administration at the University of Alberta to be checked for clarity. These students

were experienced teachers and/or administrators from several provinces across Canada. Several items included in the preliminary draft were found to be ambiguous or misleading when interpreted within the context of curriculum development in some of the provinces. On the advice obtained items were revised and the final draft constituted a questionnaire of a general nature considered by the writer to be appropriate for gathering the necessary information from each Canadian province.

III. THE SAMPLE AND DISTRIBUTION OF QUESTIONNAIRES

Within the delimitations of this study the only respondents were Directors of Curriculum in provincial Departments of Education. Directors of Curriculum in the ten provincial Departments of Education were asked to participate in the study.

A questionnaire was forwarded on June 12, 1967 to the Director of Curriculum in the provincial Department of Education of each of the provinces. In order to enlist the fullest possible cooperation, a description of the study was included with each questionnaire. In addition, stamped, self-addressed envelopes were enclosed.

IV. THE RESPONSE

The provinces from which questionnaire returns were received and the titles of the respondents are listed in Table 1. Eight of the ten returns received could be used for the study; those from Newfoundland and Prince Edward Island were not included.

TABLE I
QUESTIONNAIRE RESPONSE

Province	Return Completed	Provided Additional Information	Title of Respondent
British Columbia	x	x	Assistant Superintendent, Instruction
Alberta	x		Director of Curricula
Saskatchewan	x		Director of Curricula
Manitoba	x		Director of Curricula
Ontario	x	x	Assistant Superintendent, Curriculum Division
Quebec	x		Head of the Division of French
New Brunswick	x	x	Director of Curriculum and Research
Nova Scotia	x		Chief Supervisor, Curriculum and Research
Prince Edward Island	x		Director of Curriculum
Newfoundland	x		Director of Curriculum Services and Audio- Visual Education

Although an attempt was made to develop an instrument flexible enough to collect the necessary information about curriculum development in every province, the instrument distributed did not succeed in every case. Consequently, in order to avoid a biased picture of the process of curriculum development in their province, some Directors of Curriculum supplied additional information. This is indicated in Table I.

V. ANALYSIS OF DATA

An analytical and descriptive treatment was considered to be the most suitable method for presenting the data collected. When frequency tables or tabulated results could be used to present the findings in a clear and concise manner, they were used.

The first few returns clearly indicated that to complete the questionnaire only in the form initially requested would have presented an inaccurate description of curriculum planning and development in some provinces. Some respondents departed from this format and in order to present the data accurately each province has been presented separately before a summary for Canada as a whole is attempted. Hence in the following Chapters the responses to the questionnaires received from the Directors of Curriculum for eight of the Canadian provinces are given. The following framework for presentation was followed, as closely as the data would permit, in analyzing the process of curriculum development in the Canadian provinces.

Provincial Curriculum Builders

The information, from Parts A and C, identifying those who shared the responsibility for developing the provincial curriculum, was analyzed. These curriculum personnel were placed into three categories: (a) "Principal Personnel" which included officials from the provincial government staff who shared curriculum responsibilities; (b) "Local School Representatives" which consisted of teachers and administrators who represented their colleagues on provincial curriculum committees; and (c) "Organization Representatives" which was composed of a variety of individuals who represented professional and lay organizations interested in curricular matters.

The Curriculum Committee Structure

Curriculum committees were classified according to structure under:

- a) Major Curriculum Committees,
- b) Minor Curriculum Committees, and
- c) Advisory Curriculum Committees.

The membership of each of the committees was analyzed in terms of the curriculum builders identified in the preceding section.

Curriculum Decisions

In Part B of the questionnaire the respondent designated which government officials and curriculum committees were responsible for, or influential in, making certain curriculum decisions. Before the findings are presented it is essential that the interpretation of

"responsibility" as used in this section of the analysis be clearly understood. A representative sample of curriculum decisions based on theoretical considerations developed in Chapter II was incorporated in the questionnaire. The Directors of Curriculum were requested to identify the Department of Education officials and Major, Minor, and/or Advisory curriculum Committees responsible for making each of the decisions. The respondents were asked to assume that either the Minister of Education or the Director of Curriculum in the final analysis was responsible for the decision made. It was assumed that part of the function of the Director of Curriculum was to coordinate the activities of Department personnel and committees with those of appropriate consultants from other sources to ensure that the most relevant knowledge would be brought to bear as precisely as possible at each decision making point. These persons or committees by delegation would then be in fact responsible for the decision made. The interpretation of "responsibility" for curriculum decisions to be given to the responses, therefore, must be a de facto meaning.

Organization for Curriculum Development

From the data gathered in Part D of the questionnaire and additional information provided by the respondent, the organization for curriculum development used in the province was described. In general, organization charts were used in an attempt to illustrate the relationships of both the Director of Curriculum and the Curriculum Branch within respective Departments of Education.

All Figures in the following Chapters used to illustrate the organization of the Department of Education and provincial curriculum personnel for curriculum planning and development in their respective Provinces, have been adapted from sketches or published materials enclosed in the questionnaires by the respondents.

Relationship of Findings to Theoretical Framework

The findings concerning the process of curriculum planning used in each of the eight provinces surveyed in this study were summarized. The practices or procedures, as revealed by the study, were analyzed and interpreted in comparison with the framework for the process of curriculum planning. The analysis of the findings attempted to reveal the extent to which provincial curriculum personnel function according to the aspects of curriculum decision making presented in Chapter II.

CHAPTER IV

CURRICULUM DEVELOPMENT IN THE PROVINCE OF BRITISH COLUMBIA

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

Council of Public Instruction¹
Minister of Education
Deputy Minister of Education
Superintendent of Education
Assistant Superintendent of Education (Instruction)
Chief Inspector of Schools
Director of Curriculum
Director of Technical and Vocational Education
Research Assistant
Other Department Officials²

Local School Representatives

District Superintendents
Principals
Teachers

Organization Representatives

a) from such educational organizations as:

Teacher Associations
Trustee Associations

¹The Council of Public Instruction in British Columbia consisted of all members of the Provincial Cabinet.

²These included: Assistant Superintendent (Administration), Registrar and Director of Examinations, Director of Guidance, and Director of Tests and Standards.

University (Arts and Science)
University (Faculty of Education)

b) from such public organizations as:

Parent-Teacher Associations
Board of Trade
Provincial Council of Women
British Columbia Medical Association
British Columbia Safety Council
Labour Union

II. CURRICULUM COMMITTEES

Committee Structure, Membership, and Function

The curriculum committees used to develop the provincial curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees

a) Professional Committee on the Elementary School Curriculum

Assistant Superintendent of Schools
Chief Inspector of Schools
Director of Curriculum
Teachers
Representatives of--
District Superintendent Associations
Principal Associations
Teacher and Trustee Associations
Faculty of Arts and Science
Faculty of Education

b) Professional Committee on the Secondary School Curriculum³

The functions of these committees were to advise the Department on matters regarding curriculum and textbook changes in progress, on

³The composition was the same as that of the elementary committee, however, with the exception of the department officials, the same persons were not necessarily included.

specific proposals or plans for curriculum change, on other curriculum changes considered necessary, and on any other curriculum problems referred by the Department.

Minor Curriculum Committees

a) Curriculum Revision Committees (21)⁴

Assistant Superintendent of Schools
 Director of Curriculum
 Research Assistant
 Curriculum Consultants
 teachers
 principals
 district superintendents
 representatives of--
 Teacher and Trustee Associations
 Faculty of Arts and Science
 Faculty of Education
 Parent-Teacher Associations
 Boards of Trade
 British Columbia Medical Association

With respect to function, appraisal committees had been appointed sometimes to undertake a study of the complete subject field concerned and to investigate existing courses with the aim of determining whether or not a revision was needed in the particular subject field under study. A more common practice, however, was for subject revision committees to undertake an appraisal as the first stage of revision. Committees sometimes did little more than select a new textbook. More often, though, when a textbook was changed the whole program was studied and a new curriculum bulletin issued.

Advice and recommendations on various matters concerning the

⁴ Twenty-one minor committees existed and were included under a single general title.

curriculum were also made by standing committees. Various library committees that recommend books for the authorized library list are examples of such standing committees.

Recommendations on curriculum matters within the terms of reference of the various committees discussed in the preceding paragraphs were often made through the appropriate Departmental office or division and did not necessarily require approval from the two professional committees.

Advisory Curriculum Committees

a) Board of Examiners

Superintendent of Education
 Assistant Superintendent
 Chief Inspector of Schools
 Director of Technical and Vocational Education
 Assistant Superintendent (Administration)
 Registrar and Director of Examinations
 Director of Guidance
 Director of Tests and Standards
 teachers
 representatives of--
 British Columbia Teachers' Federation
 Faculty of Arts and Science

b) Academic Board (for post-secondary Grade XIII, College, and University)

representatives of the Faculties of Arts and Science
 and Education

c) Provincial Coordinating Committee on Health Education

Assistant Superintendent (Instruction)
 principals
 teachers
 representatives of--
 Teacher and Trustee Associations
 Faculties of Arts and Science
 Faculty of Education
 professional and public organizations

d) Data Processing Committee

teachers
professors from the Faculty of Arts and Science

e) Pupil Personnel Services Committee

principals
teachers
representatives of--
British Columbia Teachers' Federation
Faculty of Education

The function of the preceding five Advisory Curriculum Committees was to advise the Department of Education on curriculum matters within their terms of reference. Some of the committees were statutory, some were permanent, and some were temporary. Some were not specifically responsible for curriculum but their terms of reference involved the making of recommendations which directly or indirectly affected curriculum. For example, the Board of Examiners may receive a report from a marking committee recommending a change in emphasis in a course, a change of course or a change of a text.

In the Province of British Columbia it was traditional for many organizations to present briefs, often annually, which frequently made suggestions having to do with changes in curriculum. These organizations were designed as volunteer groups and described as innumerable, not officially appointed, but sometimes very active and influential. The membership of these advisory committees is implied in the title of the group or association which sent a committee with a brief to be presented to the Department of Education. Provincial organizations such as the following made representation in the form of advisory committees:

- a) B.C. Teachers' Federation Curriculum Directors, Provincial Specialist Teachers' Association
- b) B.C. School Trustees' Association
- c) A Consultative Committee on Religious Exercises in Public Schools
- d) Parent Teacher Association, Boards of Trade, Provincial Councils of Women, B.C. Medical Association, B.C. Safety Council, Labour Union and other provincial organizations

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

Since the nature of the learner is interpreted as a determinant in a variety of curriculum decisions at many levels in many different fields, the respondent stated that it was not possible to determine to whom responsibility was allocated for decisions pertaining to such factors, or which, if any, committees could be described as major or minor sources of influence in making decisions about the nature of the learner. He suggested that the Assistant Superintendent, the Director of Curriculum, the Research Assistant and the chairman of the particular committee involved were in a sense responsible for seeing that pertinent information was provided or made available. Various consultants including psychologists and mental health specialists were called upon depending upon the situation. The professional committees

added information and department curriculum consultants provided research reports. Information pertaining to retardation or learning difficulties as identified by survey testing was available through the Director of Tests and Standards.

Although no direct reference was made to the questionnaire items concerning the responsibility for decisions concerning the societal factors and the nature of knowledge as curriculum determinants it was implied in the response regarding the nature of the learner that similar sources were used to provide or make available the relevant information.

Curriculum Objectives

The Minister of Education and the Council of Public Instruction were legally responsible for issuing a printed statement of the "broad statement of objectives." From the response given it is inferred that de facto responsibility for the development of educational aims and objectives was not delegated to a specific committee. The Major Curriculum Committees, revision committees, volunteer groups, local authorities, principals and classroom teachers were all reported to have some influence and responsibility for determining the objectives of the curriculum. How, or whether, the contributions of all these groups were coordinated in order to produce a meaningful statement of objectives was not clearly indicated.

The respondent reported that there was no allocation of objectives sequentially into various levels of the curriculum, although statements of objectives were issued in printed form.

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for and influential in decisions concerning the selection and organization of content and learning experiences:

- (a) adding and/or eliminating content and the sequential ordering of the content selected.

major responsibility - Curriculum Revision Committees

- (b) methods of instruction, class size and learning experiences to be employed in presenting the content.

Methods of instruction were not considered to be matters subject to prescription. Class size was governed in part by statute and in part by the principal, subject to the availability of teachers. The working committees in the subject fields were responsible for most decisions made in the area of content selection and organization of learning experiences.

- (c) the selection and approval of textbooks.

major responsibility - Curriculum Revision Committees

- (d) the selection and approval of books for authorized library lists and other instructional materials.

major responsibility - Curriculum Revision Committees

- (e) the setting of standards and examinations.

major responsibility - Registrar and Director of Examinations
- Board of Examiners (grades XII and XIII)

- (f) the amalgamation of various disciplines into general fields of study.

major responsibility - the two Professional Committees
- Curriculum Revision Committees

- (g) the adoption of "package" courses, e.g., PSSC Physics.

major responsibility - Curriculum Revision Committees

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, were the following personnel and committees:

- | | |
|----------------------|--|
| major responsibility | - Council of Public Instruction |
| | - Superintendent of Education |
| | - Assistant Superintendent (Instruction) |
| | - Chief Inspector of Schools |
| | - Director of Curriculum |
| major influence | - the two Professional Committees |

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

- (a) determining whether the proposed objectives are actually attained.

(no response given)

- (b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes.

major responsibility - Curriculum Revision Committees

- (c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines.

major responsibility - Curriculum Revision Committees

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENT

Curriculum Branch within the Department of Education

The relationship of the Curriculum Branch within the Department of Education in the Province of British Columbia is illustrated in the organization chart in Figure 3. Under the Minister of Education in the vertical chain of authority were the Deputy Minister and the Superintendent of Education. The Directors of seven special departments and three Assistant Superintendents reported to the Superintendent of Education. The Assistant Superintendent in charge of Instruction was responsible for coordinating the activities of seven Branches within the Department. These included the Curriculum Branch, Tests and Standards, Secondary Correspondence, Elementary Correspondence, Visual Education, School Broadcasts, and the Textbook Branch. Although not explicitly stated by the respondent, it is assumed that channels of communications existed between the seven branches and that their activities in the process of curriculum development were centrally coordinated. However, in the section related to provincial curriculum builders, other than the Director of Curriculum, only the Director of Tests and Standards was identified as a member of a curriculum committee.

Curriculum Branch Personnel

Figure 4 illustrates the relationship among personnel within the Curriculum Branch. The Curriculum Branch was under the direction of the Director of Curriculum and was staffed by two or more curriculum

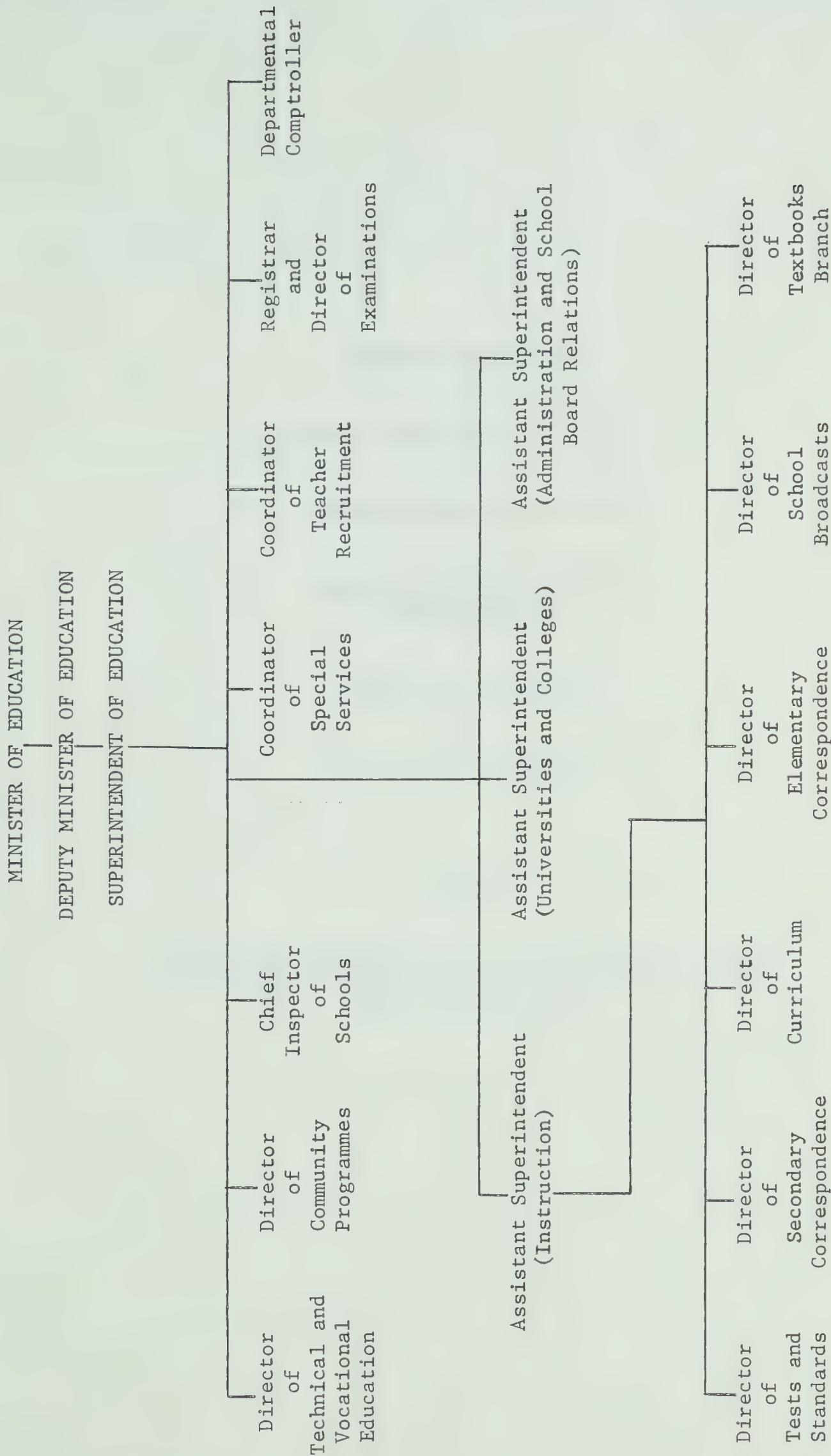


FIGURE 3

CURRICULUM BRANCH WITHIN THE DEPARTMENT OF EDUCATION (BRITISH COLUMBIA)

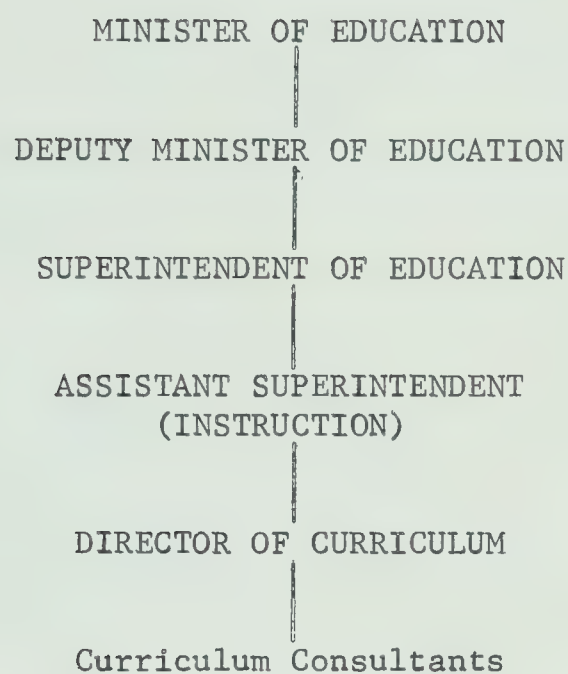


FIGURE 4

PERSONNEL ORGANIZATION OF THE CURRICULUM BRANCH
(BRITISH COLUMBIA)

consultants. The curriculum consultants were recognized specialists or administrators from the immediate field who were appointed by the Minister to work on the Province's curriculum.

CHAPTER V

CURRICULUM DEVELOPMENT IN THE PROVINCE OF ALBERTA

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

- Minister of Education
- Deputy Minister of Education
- Chief Superintendent of Schools
- Director of Curriculum
- Associate Directors of Curriculum
- High School Inspectors
- Some Superintendents of Schools
- Special Subject Supervisors (i.e., Home Economics and Industrial Arts)

Local School Representatives

- School Superintendents
- Supervisory Personnel
- Teachers

Organization Representatives

a) from such educational organizations as:

- University
- Teachers' Association
- Trustees' Association

b) from such public organizations as:

- Home and School Association
- Many other lay organizations

II. CURRICULUM COMMITTEES

Curriculum Structure, Membership, and Function

The curriculum committees used to develop the provincial curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees¹

- a) Senior High School Curriculum Committee
- b) Junior High School Curriculum Committee
- c) Elementary School Curriculum Committee

Chief Superintendent of Schools
 Director of Curriculum
 Associate Directors of Curriculum
 Special Subject Supervisors
 High School Inspectors²
 some Superintendents of Schools²
 supervisory personnel
 teachers
 university professors
 representatives of--
 Teachers' Association
 Trustees' Association
 Home and School Association

The three Major Curriculum Committees were policy committees which served as sources of final recommendation to the Minister of Education on curriculum matters within their particular frames of

¹The composition of each committee in this category was the same. However, other than department officials, the same persons were not involved necessarily.

²High School Inspectors were included only on (a) and Superintendents of Schools on (b) and (c).

reference. It was the function of the Major Curriculum Committees to keep abreast of recent developments in education relevant to the development of the Provincial curriculum. The Major Curriculum Committees were responsible for the establishment and direction of Subject Subcommittees to study current innovations and curriculum developments of significance to the Provincial curriculum.

Minor Curriculum Committees

a) Subject Subcommittees³

Director of Curriculum
High School Inspectors
Superintendents of Schools
Special Subject Supervisors
teachers
supervisory personnel
representatives of--
University
Teachers' Association

The function of the Subject Subcommittees was to advise the Major Curriculum Committee, under which they served on educational matters within their respective jurisdiction. The Subject Subcommittees analyzed the findings of experimental classes and study groups which were formed to evaluate such developments as, proposed new courses, new textbook series or other similar matters which affected the curriculum.

Advisory Curriculum Committees

a) Advisory Committee on Business Education

³Fifteen to thirty Subject Subcommittees were under the direction of each Major Curriculum Committee.

representatives of--
 Teachers' Association
 provincial business organizations

This committee helped numerous employers of high school graduates to obtain a better understanding of the business education program of the high school. Another function of the Advisory Committee on Business Education was to advise the Department regarding modifications in the high school business education program which would better meet the needs of business.

b) Advisory Committee on Educational Television

representatives of--
 Teachers' Association
 Trustees' Association
 Home and School Association

c) Ad hoc Committees

representatives of Teachers' Association

d) General Curriculum Committee

Deputy Minister of Education⁴
 Chief Superintendent of Schools
 Director of Curriculum
 Associate Directors of Curriculum
 teachers
 school superintendents
 representatives of--
 Teachers' Association
 Trustees' Association
 Home and School Association
 several provincial lay organizations

The function of the General Curriculum Committee appears to be one of providing various Provincial lay organizations with an

⁴The Deputy Minister attended meetings only occasionally but received the minutes from each meeting.

opportunity to voice their opinion on matters concerning the provincial curriculum.

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

The personnel and committees responsible for and influential in interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

- (a) information concerning the nature of the learner
 - major responsibility - no one single source
 - major influence - Director of Curriculum
 - Associate Directors of Curriculum
 - High School Inspectors
 - Superintendents of Schools
 - Special Subject Supervisors
- (b) information concerning societal factors
 - major influence - all Department officials
 - all Major Curriculum Committees
 - minor influence - Subject Subcommittees
 - Advisory Curriculum Committees
- (c) information concerning the nature of knowledge

- | | |
|-----------------|-------------------------------|
| major influence | - Subject Subcommittees |
| | - High School Inspectors |
| | - Superintendent of Schools |
| | - Special Subject Supervisors |

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

(a) formulating broad statements of objectives of the curriculum plan

- | | |
|-----------------|-------------------------------------|
| major influence | - Associate Directors of Curriculum |
| | - High School Inspectors |
| | - Superintendent of Schools |
| | - Special Subject Supervisors |
| | - Major Curriculum Committees |
| minor influence | - General Curriculum Committee |

(b) allocating the objectives sequentially into various levels of the curriculum

- | | |
|----------------------|-------------------------------|
| major responsibility | - Major Curriculum Committees |
| major influence | - Subject Subcommittees |
| | - Ad hoc Committees |

(c) allocating objectives to particular subjects and subject areas

- | | |
|----------------------|-------------------------------|
| major responsibility | - Subject Subcommittees |
| major influence | - Major Curriculum Committees |

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for

and influential in decisions concerning the selection and organization of content and learning experiences:

- (a) adding and/or eliminating content and the sequential ordering of the content selected

- | | |
|----------------------|-------------------------------------|
| major responsibility | - Subject Subcommittees |
| major influence | - Major Curriculum Committees |
| | - Director of Curriculum |
| | - Associate Directors of Curriculum |
| | - High School Inspectors |
| | - Superintendents of Schools |
| | - Special Subject Supervisors |

- (b) methods of instruction and learning experiences to be employed in presenting the content

- | | |
|----------------------|-------------------------------|
| major responsibility | - Subject Subcommittees |
| major influence | - High School Inspectors |
| | - Superintendents of Schools |
| | - Special Subject Supervisors |

(In Alberta, method was suggested only.)

- (c) the selection and approval of textbooks

- | | |
|----------------------|-------------------------------------|
| major responsibility | - Major Curriculum Committees |
| major influence | - Subject Subcommittees |
| | - Director of Curriculum |
| | - Associate Directors of Curriculum |
| | - High School Inspectors |
| | - Superintendents of Schools |
| | - Special Subject Supervisors |

- (d) the selection and approval of books for authorized library lists and other instructional materials

major responsibility - Major Curriculum Committees

major influence - Subject Subcommittees

- (e) the setting of standards and examinations

(Not a curriculum function in Alberta.)

- (f) the amalgamation of various disciplines into general fields of study

major responsibility - Major Curriculum Committees

major influence - Subject Subcommittees

- Director of Curriculum

- Associate Directors of Curriculum

- High School Inspectors

- Superintendent of Schools

- Special Subject Supervisors

- (g) the adoption of "package" courses, e.g., PSSC Physics

major responsibility - Major Curriculum Committees

major influence - Subject Subcommittees

- Director of Curriculum

- Associate Directors of Curriculum

- High School Inspectors

- Superintendents of Schools

- Special Subject Supervisors

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for

example, for non-graded plans, were the following personnel and committees:

(No one at the provincial level was responsible. Organization was done at the district level. Courses of study were modified to meet the needs of various types of organization.)

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

(a) determining whether the proposed objectives are actually attained

- | | |
|----------------------|-------------------------------------|
| major responsibility | - Subject Subcommittees |
| major influence | - Major Curriculum Committees |
| | - Director of Curriculum |
| | - Associate Directors of Curriculum |
| | - High School Inspectors |
| | - Superintendents of Schools |
| | - Special Subject Supervisors |

(b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

- | | |
|----------------------|-------------------------------------|
| major responsibility | - Subject Subcommittees |
| major influence | - Major Curriculum Committees |
| | - Director of Curriculum |
| | - Associate Directors of Curriculum |
| | - High School Inspectors |
| | - Superintendents of Schools |
| | - Special Subject Supervisors |

- (c) evaluating recent findings related to the teaching and learning process and evaluating new developments in the academic disciplines

- | | |
|----------------------|-------------------------------------|
| major responsibility | - Subject Subcommittees |
| major influence | - Major Curriculum Committees |
| | - Director of Curriculum |
| | - Associate Directors of Curriculum |
| | - High School Inspectors |
| | - Superintendents of Schools |
| | - Special Subject Supervisors |

(In connection with curriculum evaluation, it was noted that external examinations in grades 9 and 12 were the function of the Special Services Branch and not of the Curriculum Branch. Furthermore, general Quality Control testing was under the jurisdiction of Special Services. Such testing was designed to evaluate many aspects of the educational structure, of which curriculum was a significant part.)

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENT

Curriculum Branch within the Department of Education

Figure 5 illustrates the relationship of the Curriculum Branch within the Department. Formal lines of authority passed from the Minister of Education, through the Deputy Minister, to the Directors' Council.

Members of the Directors' Council included: the Chief Superintendent, the Directors of School Administration, Vocational Education, Secondary Education, Post-Secondary Education, Curriculum, and Special Services and the Administrative Accountant. The Council discussed and assisted in the development and coordination of Department policies.

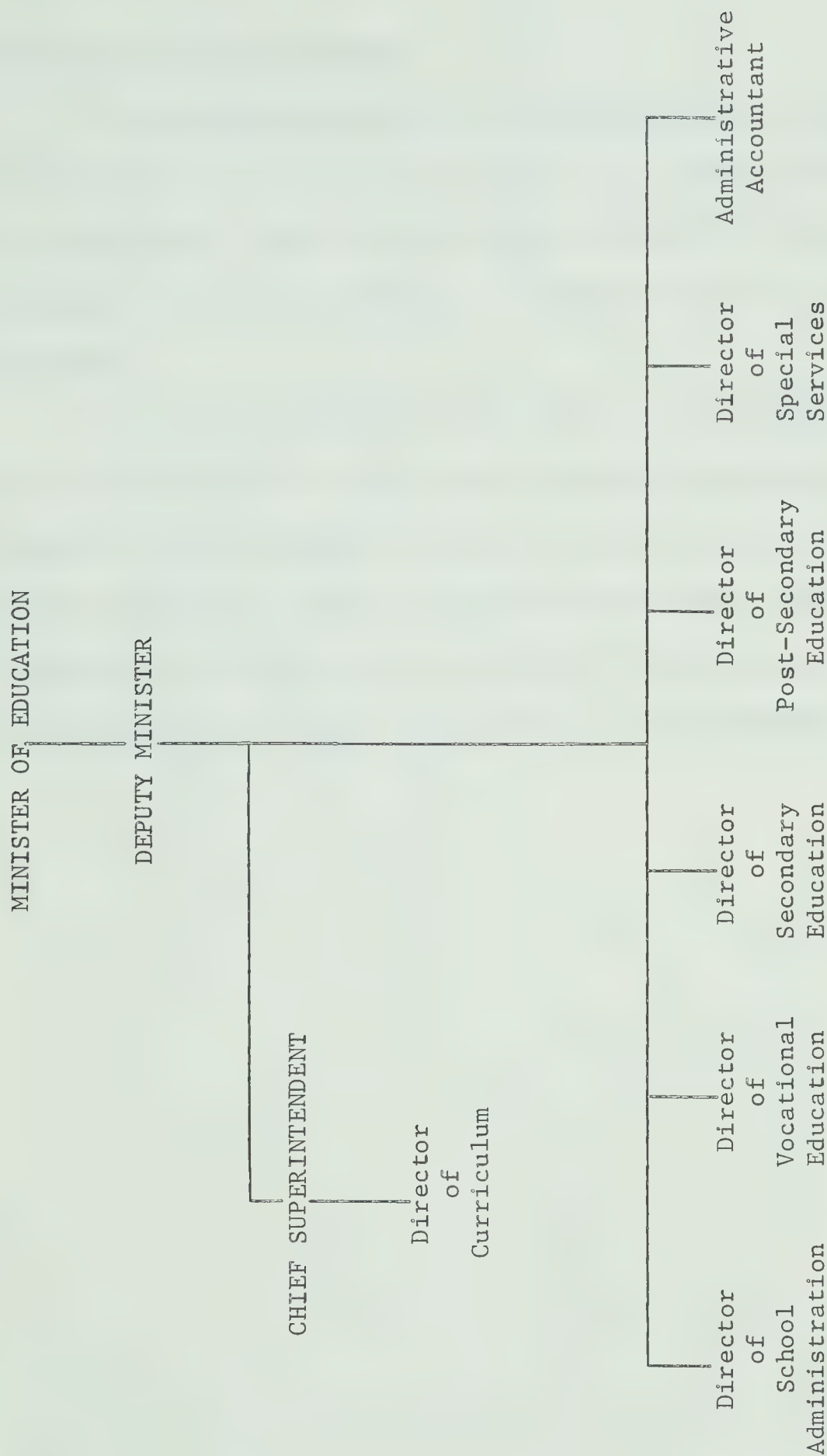


FIGURE 5

CURRICULUM BRANCH WITHIN THE DEPARTMENT OF EDUCATION (ALBERTA)

Curriculum Branch Personnel

The organization chart presented in Figure 6 illustrates the relationship of the Director of Curriculum to other personnel within the Department. Under the Chief Superintendent of Schools were the Director of Curriculum, Director of Special Services, and Field Personnel.

The Curriculum Branch was staffed by the Director of Curriculum, Associate Directors of Curriculum, the Editor, Librarian, and the Supervisor of Audio-Visual Services. Field personnel such as High School Inspectors, Special Supervisors, and School Superintendents reported to the Director of Curriculum or his Associates in regard to their duties on curriculum committees and sub-committees.

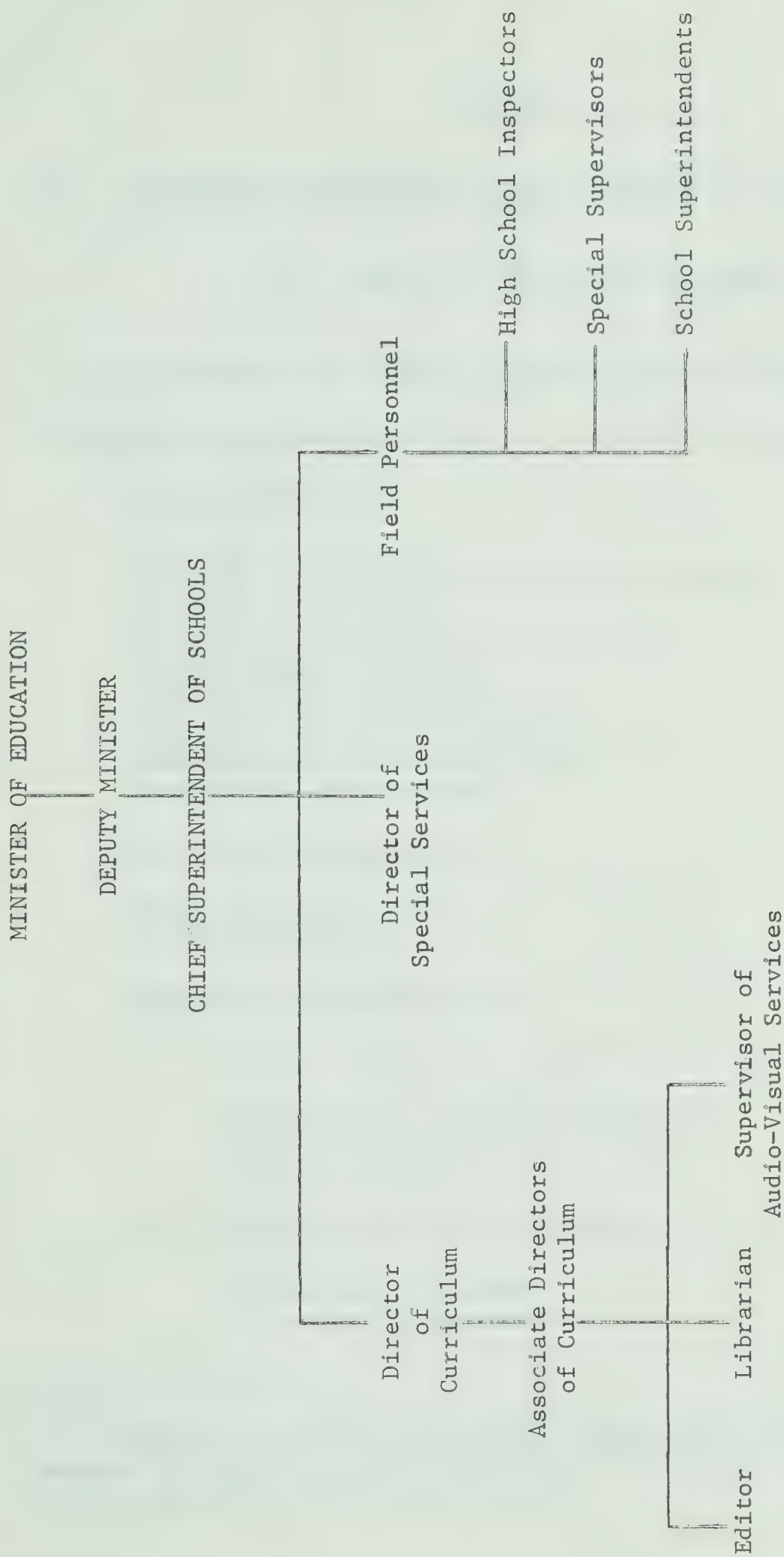


FIGURE 6
PERSONNEL ORGANIZATION OF THE CURRICULUM BRANCH (ALBERTA)

CHAPTER VI

CURRICULUM DEVELOPMENT IN THE PROVINCE OF SASKATCHEWAN

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

Minister of Education
Assistant Deputy (School Services Division)
Director of Curricula
Associate Directors of Curricula (2)
Superintendent of Schools
Supervisor of School Libraries
Supervisor of School Broadcasts
Supervisor of Visual Education
Director of Examinations

Local School Representatives

School Superintendents
Classroom Teachers

Organization Representatives

a) from such educational organizations as:

Saskatchewan Teachers' Federation
Saskatchewan Trustees' Association
University Staff

b) from such public organizations as:

Industry and Business
Provincial Organizations¹

¹These included: farm groups, homemakers, cooperatives, labour, Chambers of Commerce, University Women, Provincial Council of Women, I.O.D.E., Health, and Natural Resources.

II. CURRICULUM COMMITTEES

Committee Structure, Membership, and Function

The curriculum committees used to develop the provincial curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees²

- a) Divisions I and II Steering Committee
- b) Division III Steering Committee
- c) Division IV Steering Committee

Assistant Deputy
 Director of Curricula
 Associate Director of Curricula
 Superintendent of Schools
 school superintendents
 teachers
 representatives of--
 Saskatchewan Teachers' Federation
 Saskatchewan Trustees' Association

- d) Program Committee for Vocational Education³
- e) Educational Council⁴

Director of Curricula

²The composition of the three Steering Committees was the same. However, other than department officials, the same persons were not necessarily involved.

³The committee's composition was the same as that of the Steering Committees with the deletion of the Associate Directors of Curricula and Superintendents of Schools and addition of representatives for business and industry.

⁴A statutory body of five persons.

Minor Curriculum Committees

a) Subject Committees, Division III (11)

Director of Curricula
 Associate Directors of Curricula
 Superintendent of Schools
 Supervisor of School Libraries
 Supervisor of School Broadcasts
 Supervisor of Visual Education
 school superintendents
 teachers
 representatives of universities

b) Subject Committees, Division IV (7)⁵

c) Library Books Committee

Supervisor of School Libraries
 teachers

Advisory Curriculum Committees

a) General Advisory Committee on Education

Assistant Deputy
 Director of Curricula
 Associate Directors of Curricula
 representatives of--
 Saskatchewan Teachers' Federation
 Saskatchewan Trustees' Association
 other lay organizations

b) Saskatchewan Teachers' Federation Curriculum Committee

Associate Directors of Curricula
 Superintendent of Schools
 teachers
 representatives of--
 Saskatchewan Teachers' Federation
 Universities

⁵ The committees' composition was the same as that of Division III committees with the addition of representatives of business and industry. Each departmental official did not necessarily serve on all eighteen subject committees.

The committee structure and operation employed in Saskatchewan for provincial curriculum development is illustrated in Figure 7.

Three Major Curriculum Committees, one for each of, years K to six, grades seven to nine, and grades ten to twelve were responsible for coordinating the educational program in their respective areas.

Advising these committees were two other committees, the Saskatchewan Teachers' Federation Curriculum Committee, a professional committee on which the teaching profession and Universities were represented, and the General Advisory Committee on Education on which various provincial organizations were represented. These committees made recommendations to the Steering Committees, but they did not have authority over any aspect of curriculum development.

The eleven Subject Committees worked under the direction and coordination of the Division III Steering Committee to develop course outlines, make course revisions and carry out various course appraisals in the area of the provincial junior high school curriculum. Similarly, the Division IV Steering Committee coordinated the activities of seven Subject Committees which worked in the senior high school area of the provincial curriculum.

Functions of the Subject Committees included framing objectives, establishing general content, and suggesting texts, materials, and aids. To ensure that the provincial curriculum met educational needs, the Subject Committees experimented with pilot projects and conducted revision studies. The recommendations and suggestions of the Subject Committees were presented to the Educational Council for final approval

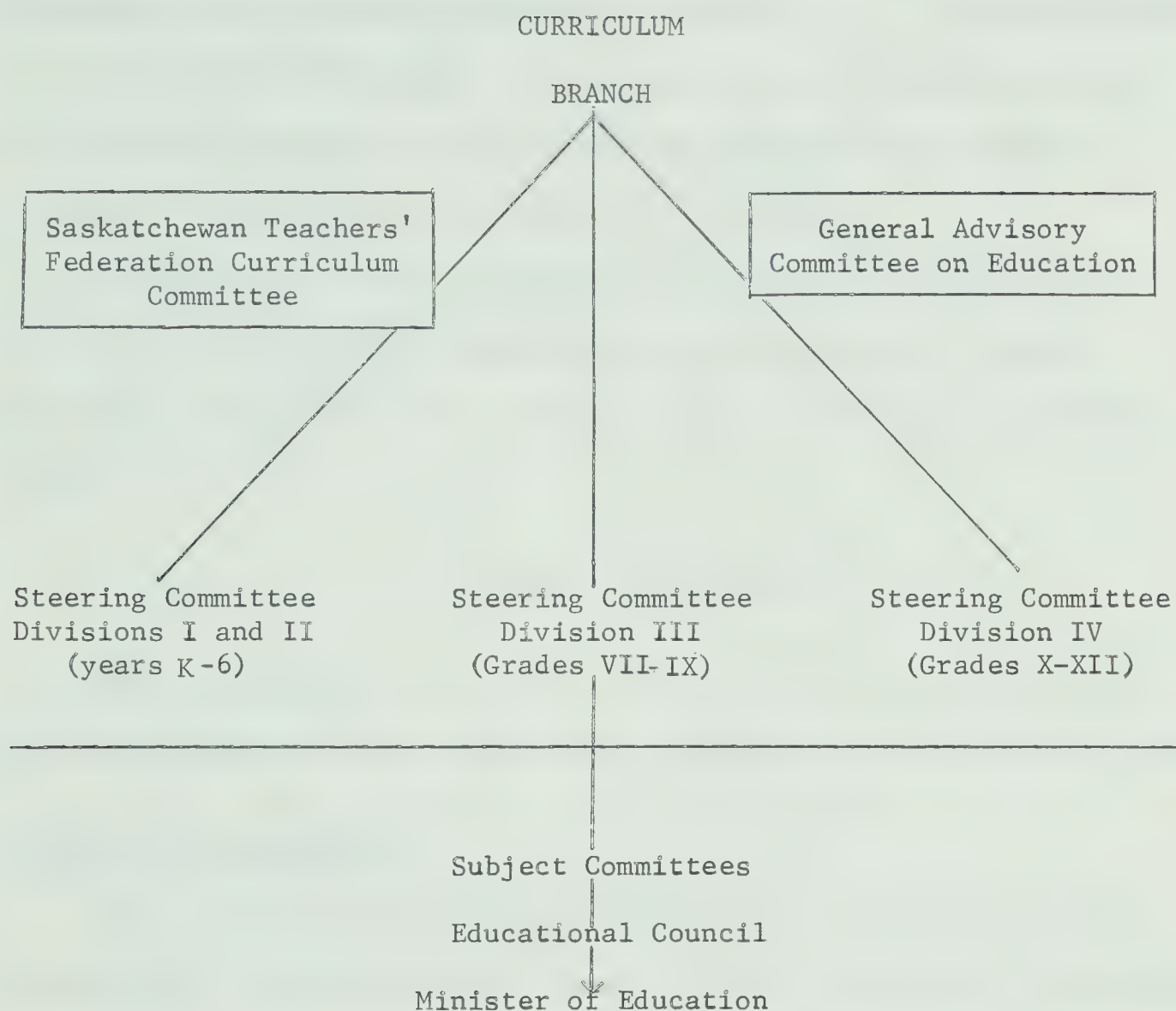


FIGURE 7

COMMITTEE STRUCTURE WITHIN THE CURRICULUM BRANCH (SASKATCHEWAN)

and presentation to the Minister of Education.

The Education Council is a statutory body of five persons appointed by the Lieutenant Governor in Council, ". . . whose functions are to represent the people, to keep the education offerings abreast of the pupils' needs, and to evaluate the success of the school program."⁶ The Director of Curricula was a member.

The Minister called a meeting of the Council at least once a year to consider general regulations regarding teachers, teacher institutes, courses of study, and the adoption of texts and reference books.

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

The personnel and committees responsible for and influential in interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

(a) information concerning the nature of the learner

major responsibility	- Subject Committees (grades VII-IX)
major influence	- Director of Curricula

⁶ Dominion Bureau of Statistics, The Organization and Administration of Public Schools in Canada. (Ottawa: Queen's Printer and Controller of Stationery, 1966), p. 57.

- Superintendent of Schools
 - minor influence
 - three Steering Committees
- (b) information concerning societal factors
 - major responsibility
 - Director of Curricula
 - major influence
 - General Advisory Committee on Education
 - minor influence
 - three Steering Committees
- (c) information concerning the nature of knowledge
 - major responsibility
 - Director of Curricula
 - major influence
 - Subject Committees (grades VII-IX)
 - Subject Committees (grades X-XII)
 - minor influence
 - three Steering Committees

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

- (a) formulating broad statements of objectives of the curriculum plan
 - major responsibility
 - Subject Committees (grades VII-IX)
 - major influence
 - Director and Associate Directors of Curricula
 - minor influence
 - three Steering Committees
- (b) allocating the objectives sequentially into various levels of the curriculum
 - major responsibility
 - Director of Curricula
 - major influence
 - Subject Committees (grades VII-IX)
 - Associate Directors of Curricula

- | | |
|-----------------|----------------------------------|
| major influence | - Supervisor of School Libraries |
| | - Library Books Committee |
- (e) the setting of standards and examinations
- | | |
|----------------------|---|
| major responsibility | - Director of Examinations |
| major influence | - Director and Associate Directors of Curricula |
| | - Superintendent of Schools |
| minor influence | - Subject Committees |
- (f) the amalgamation of various disciplines into general fields of study
- | | |
|----------------------|-------------------------------------|
| major responsibility | - Director of Curricula |
| major influence | - Associate Directors of Curricula |
| | - Steering Committees (high school) |
| minor influence | - Subject Committees |
- (g) the adoption of "package" courses, e.g., PSSC Physics
- | | |
|----------------------|-------------------------------------|
| major responsibility | - Director of Curricula |
| major influence | - Associate Directors of Curricula |
| | - Subject Committees (grades X-XII) |
| minor influence | - Steering Committee (Division IV) |

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, were the following personnel and committees:

- | | |
|----------------------|-------------------------|
| major responsibility | - Director of Curricula |
|----------------------|-------------------------|

- | | |
|-----------------|--|
| major influence | - Associate Directors of Curricula |
| | - Superintendent of Schools |
| | - Saskatchewan Teachers' Federation Curriculum Committee |
| minor influence | - Subject Committees |

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

(a) determining whether the proposed objectives are actually attained

- | | |
|----------------------|--|
| major responsibility | - Superintendent of Education |
| major influence | - Director and Associate Directors of Curricula |
| | - Saskatchewan Teachers' Federation Curriculum Committee |
| minor influence | - Subject Committees |

(b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

- | | |
|----------------------|--|
| major responsibility | - Director of Curricula |
| major influence | - Associate Directors of Curricula |
| | - Superintendent of Schools |
| | - Saskatchewan Teachers' Federation Curriculum Committee |
| minor influence | - Steering Committees |

(c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines

- | | |
|----------------------|------------------------------------|
| major responsibility | - Director of Curricula |
| major influence | - Associate Directors of Curricula |

- Superintendent of Schools
- Saskatchewan Teachers' Federation Curriculum Committee
- minor influence
- Steering Committees

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENT

Curriculum Branch within the Department of Education

The relationship of the Curriculum Branch within the structure of the Saskatchewan Department of Education is illustrated in Figure 8. Vertical lines of authority and communications passed down from the Minister of Education through the Deputy Minister and the Assistant Deputy to the directors or heads of the various branches within the department. There were seven branches within the Department of Education through which the Province conducts its educational programs. This study focused on the operation of the Curriculum Branch. However, the other branches obviously have some influence on the activities of the Curriculum Branch. Horizontal channels of communication between the Curriculum Branch and the other branches of the Saskatchewan Department of Education, were open through meetings on Monday morning, and additional monthly meetings called by the Assistant Deputy.

Curriculum Branch Personnel

Figure 9 illustrates the relationships among personnel within the Curriculum Branch. The Curriculum Branch was staffed by a Director of Curricula, two Associate Directors and seven special supervisors. There was a supervisor responsible for the direction and organization

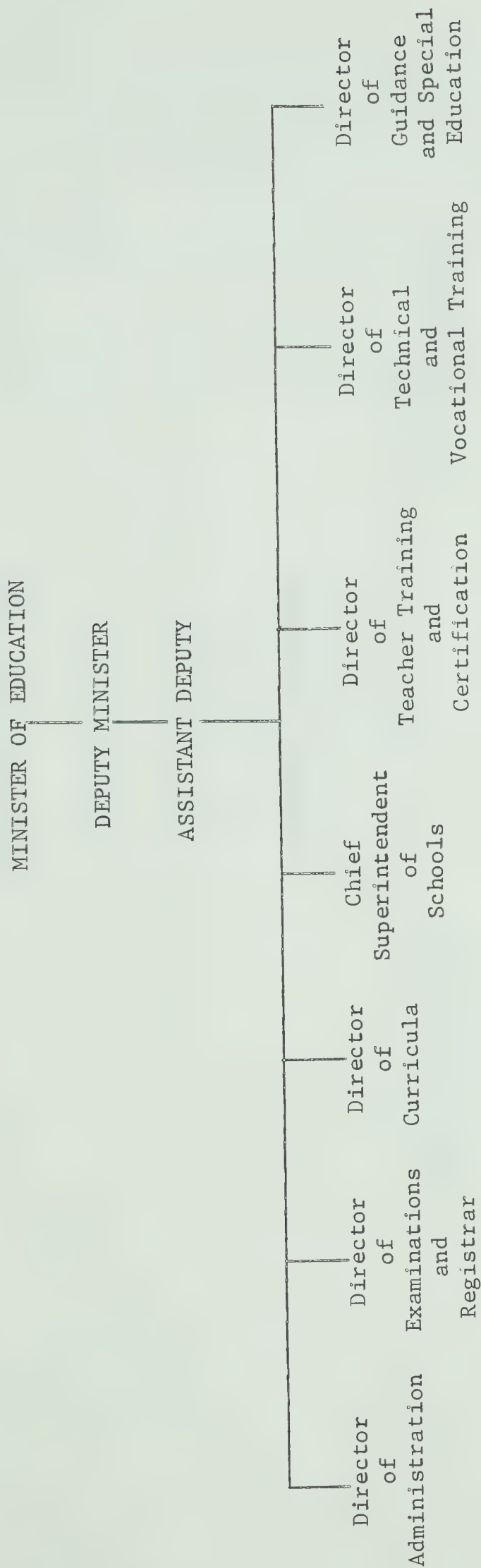


FIGURE 8

CURRICULUM BRANCH WITHIN THE DEPARTMENT OF EDUCATION (SASKATCHEWAN)

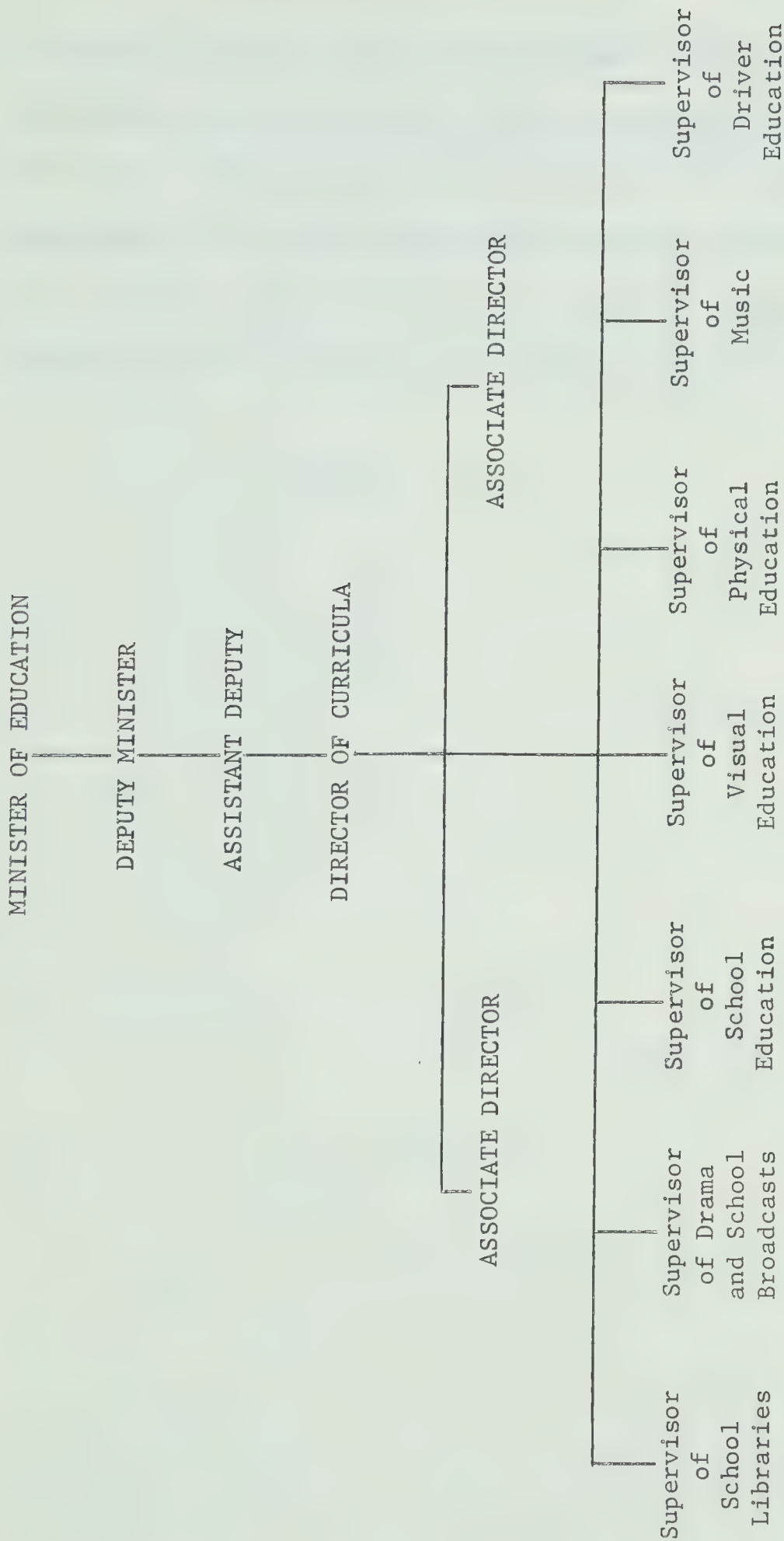


FIGURE 9

PERSONNEL ORGANIZATION OF THE CURRICULUM BRANCH (SASKATCHEWAN)

of each of the following offices: School Libraries, Drama and School Broadcasts, Visual Education, Physical Education, Music, and Driver Education. All personnel below the Director of Curricula were responsible to and reported to the Director. The Director of Curricula was, in turn, responsible to the Minister of Education through the Assistant Deputy in charge of the School Services Division.

CHAPTER VII

CURRICULUM DEVELOPMENT IN THE PROVINCE OF MANITOBA

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

- Deputy Minister
- Associate Deputy Minister
- Director of Curricula
- Assistant Directors of Curricula
- Curriculum Consultants
- Supervisory Personnel
- Other Department of Education Personnel
- Personnel from other Government Departments¹

Local School Representatives

- School Superintendents
- Supervisory Personnel
- Principals
- Teachers

Organization Representatives

a) from such educational organizations as:

- Teachers' Society
- Trustees' Associations
- University
- Teacher Training

b) from such public organizations as:

- Business

¹These included: Department of Health, Department of Child Services.

Citizens²

II. CURRICULUM COMMITTEES

Committee Structure, Membership, and Function

The curriculum committees used to develop the provincial curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees

a) Advisory Board

Deputy Minister of Education
Associate Deputy Minister
Director of Curricula
school inspectors and superintendents
teachers and principals
representatives of--
Teachers' Society
Trustees' Associations
University
Citizen Groups

The function of the Advisory Board was to consider and give advice on curriculum decisions as well as such matters as teacher training, religious and patriotic exercises, and textbooks.

b) Planning Seminars

Director of Curricula
Assistant Directors
other Department of Educational personnel
school superintendents
supervisory personnel
principals and teachers
representatives of--

²The Director of Curricula gave "Home and School" as an example of organizations included under Citizen Groups.

Department of Health and Child Services
 Teachers' Society
 University
 Teacher Training

Minor Curriculum Committees

a) Steering Committees

Director of Curricula
 Assistant Directors of Curricula
 Curriculum Consultants
 Supervisory Personnel
 other Department of Education officials
 school superintendents
 principals and teachers
 representatives of--
 University
 Teacher Training
 Business

b) Subject Area Committees

Assistant Directors of Curricula
 Curriculum Consultants
 Supervisory Personnel
 school superintendents
 principals and teachers
 representatives of--
 University
 Teacher Training

c) Evaluation Committees³

The Minor Curriculum Committees were working committees responsible for evaluating, appraising, and revising various areas of the curriculum.

Advisory Curriculum Committees⁴

³The composition of these committees was the same as that of the Subject Area Committee with the addition of the Director of Curricula.

⁴The Composition of each committee in this section was made up of the types of representatives listed below.

a) Advisory Committees

b) Ad hoc Committees

school superintendents
principals and teachers
representatives of--
Trustees' Associations
University
Teacher Training
Business

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

The personnel and committees responsible for and influential in interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

(a) information concerning the nature of the learner

major responsibility - Planning Seminars

major influence - all others

(b) information concerning society factors

major responsibility - Planning Seminars

major influence - all others

(c) information concerning the nature of knowledge

major responsibility - Director of Curricula

- Assistant Directors of Curricula

- Curriculum Consultant
- Planning Seminars
- Steering Committees
- major influence - all others

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

(a) formulating broad statements of objectives of the curriculum plan

- major responsibility - Planning Seminars
- major influence - Advisory Board
- Steering Committees
- minor influence - all others

(b) allocating the objectives sequentially into various levels of the curriculum

- major responsibility - Planning Seminars
- major influence - Steering Committees
- minor influence - all others

(c) allocating objectives to particular subjects and subject areas

- major responsibility - Steering Committees
- major influence - Subject Area Committees
- minor influence - all others

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for and influential in decisions concerning the selection and organization

of content and learning experiences:

- (a) adding and/or eliminating content and the sequential ordering of the content selected

major responsibility	- Steering Committees
	- Subject Area Committees
major influence	- all others

- (b) methods of instruction, class size and learning experiences to be employed in presenting the content

major responsibility	- Steering Committees
	- Subject Area Committees

- (c) the selection and approval of textbooks

major responsibility	- Subject Area Committees
major influence	- Steering Committees
minor influence	- Planning Seminars

- (d) the selection and approval of books for authorized library lists and other instructional materials

major responsibility	- Subject Area Committees
	- Advisory Committees

- (e) the setting of standards and examinations

major responsibility	- School and High School Examinations Board
major influence	- Subject Area Committees

- (f) the amalgamation of various disciplines into general fields of study

major responsibility	- Planning Seminars
	- Steering Committees
major influence	- Evaluation Committees

(g) the adoption of "package" courses, e.g., PSSC Physics

- | | |
|----------------------|---------------------------|
| major responsibility | - Steering Committees |
| | - Subject Area Committees |
| major influence | - Planning Seminars |

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, were the following personnel and committees:

- | | |
|----------------------|------------------------------------|
| major responsibility | - Planning Seminars |
| major influence | - Director of Curricula |
| | - Assistant Directors of Curricula |
| | - Curriculum Consultants |
| minor influence | - Steering Committees |
| | - Subject Area Committees |

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

(a) determining whether the proposed objectives are actually attained

- | | |
|----------------------|-------------------------|
| major responsibility | - Curriculum personnel |
| | - Evaluation Committees |
| major influence | - all others |

(b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

- | | |
|----------------------|-------------------------|
| major responsibility | - Curriculum personnel |
| | - Evaluation Committees |
| major influence | - all others |
- (c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines
- | | |
|----------------------|---------------------------|
| major responsibility | - Curriculum personnel |
| | - Planning Seminars |
| major influence | - Steering Committees |
| | - Subject Area Committees |
| | - Evaluation Committees |
| minor influence | - all others |

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENTS

Curriculum Branch within the Department of Education

In Figure 10 an organization chart is presented which illustrates the relationship of the Curriculum Branch to other departments within the Manitoba Department of Education. Vertical lines of authority and communication passed through four principal levels. At the top of the Department was the Minister of Education and a Deputy Minister. Reporting to the Deputy Minister were the Director of Administration, two Associate Deputy Ministers and two Assistant Deputy Ministers. Both Assistant Deputy Ministers and one of the Associate Deputy Ministers each were in charge of two specialist branches headed by a Director. These included the Directors of Vocational High Schools, Special Programs, Instruction, Teacher Training, Curricula, and Special Services.

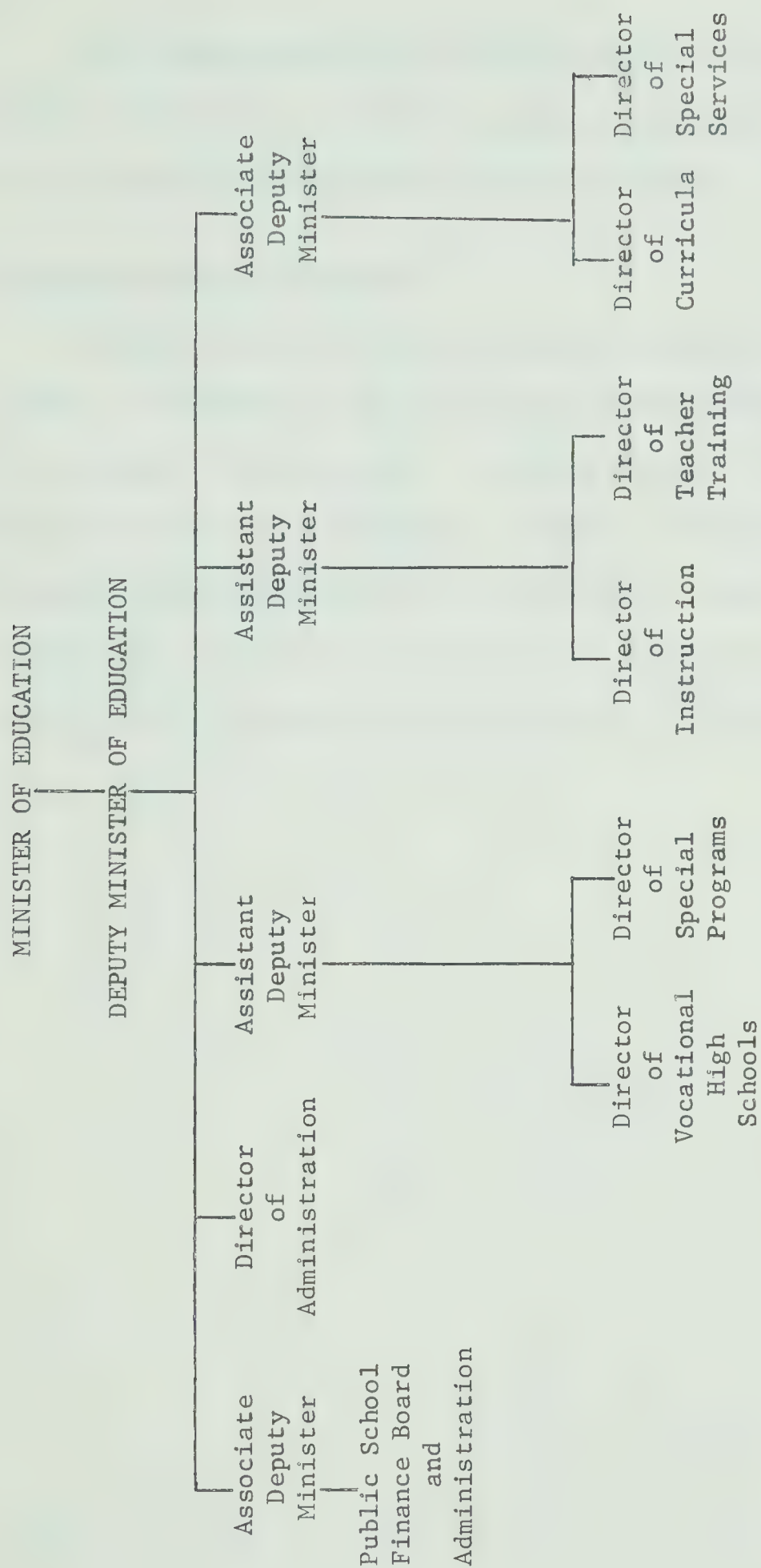


FIGURE 10
CURRICULUM BRANCH WITHIN THE DEPARTMENT OF EDUCATION (MANITOBA)

No response was given by the Director of Curricula to the request for a description of intra-departmental communications between the Curriculum Branch and other relevant offices.

Curriculum Branch Personnel

Figure 11 sets out the personnel organization of the Curriculum Branch. The staff of the Curriculum Branch consisted of the Director of Curricula, two Assistant Directors, one for Elementary and one for Secondary Education, Supervisor of Modern Languages, Supervisor of Research and Examinations, the Registrar, a Manager of the Textbook Bureau and a Librarian. All personnel within the Curriculum Branch were directly responsible to the Director of Curricula.

The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

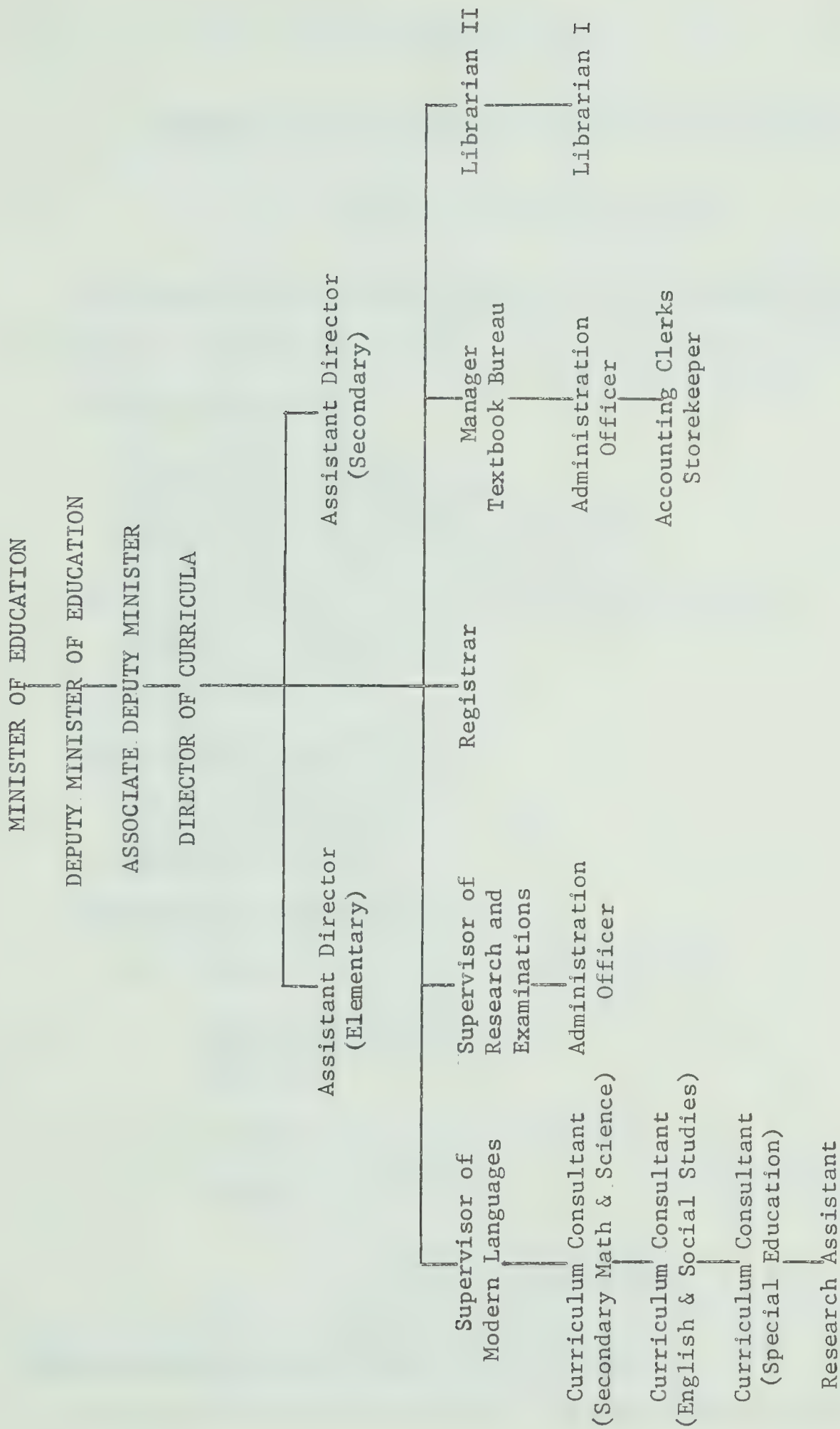


FIGURE 11

PERSONNEL ORGANIZATION OF THE CURRICULUM BRANCH (MANITOBA)

CHAPTER VIII

CURRICULUM DEVELOPMENT IN THE PROVINCE OF ONTARIO

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

Minister of Education
Deputy Minister of Education
Assistant Deputy Minister of Education
Director of Program Branch
Superintendent of Curriculum Division
Assistant Superintendents of Curriculum Division
Consultants (Psychologist)
Consultants (Sociologist)
Consultants (others)

Local School Representatives

School Superintendents
Curriculum Specialists
Classroom Teachers

Organization Representatives

a) from such educational organizations as:

Trustee Associations
Teacher Associations
University

b) from such public organizations as:

Industry and Business

II. CURRICULUM COMMITTEES

Committee Structure, Membership, and Function

The curriculum committees used to develop the provincial

curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees

a) Advisory Curriculum Committees

Assistant Superintendent (Curriculum Division)
 Specialist-Consultants (e.g., psychologists and
 sociologists)
 school superintendents
 curriculum specialists
 teachers
 representatives of--
 Ontario Teachers' Association
 University

The principal functions of these committees were to establish policies, coordinate activities within the Curriculum Division, and to present recommendations to the Minister of Education on curriculum matters within their terms of reference.

Minor Curriculum Committees¹

Curriculum Committees (40)²

Work of the Minor Curriculum Committees included assessing current programs in a given subject, developing new courses, and evaluating instructional material. If required to do so, the committee drew up a course of study which went to the Minister for approval.

¹The composition of these committees was the same as that of the Major Curriculum Committees listed above with the deletion of school superintendents and addition of representatives of industry and business.

²There are Curriculum Committees for each subject area and for each level - Primary, Junior High, Intermediate and Senior High. The number in parenthesis refers to the total number of minor committees in this classification.

In addition, consultative committees evaluated current programs and made recommendations for change. The process of consultations and approvals employed by the Curriculum Division to affect curriculum revision and course development is shown graphically in Figure 12.

The process began with the idea of need for curriculum revision, course appraisal, a change of emphasis in a course, a change of course, or a change of text. Terms of reference were then prepared and a list of suggested committee members drawn up. Next the project was recommended by the Superintendent, Curriculum Division, and approved by senior officials. The proposed consultants were contacted and asked to attend.

Between ten and twenty persons served on each committee. The membership of each committee consisted of teachers, a representative from the Ontario Teachers' Federation, Department officials and such specialists as psychologists, university staff and Ontario Institute for Studies in Education staff members.

Next a series of meetings were scheduled. The first, a guideline meeting, delegated to each committee member certain responsibilities for a portion of the curriculum outline. During the second meeting the outline of proposals was printed and circulated. Subsequent meetings were held on an average of one a month until the final draft was prepared. Between meetings the committee members prepared proposals, worked on portions of the course outline, held discussions with teachers and interested parties, and discussed proposals with representatives of other subjects.

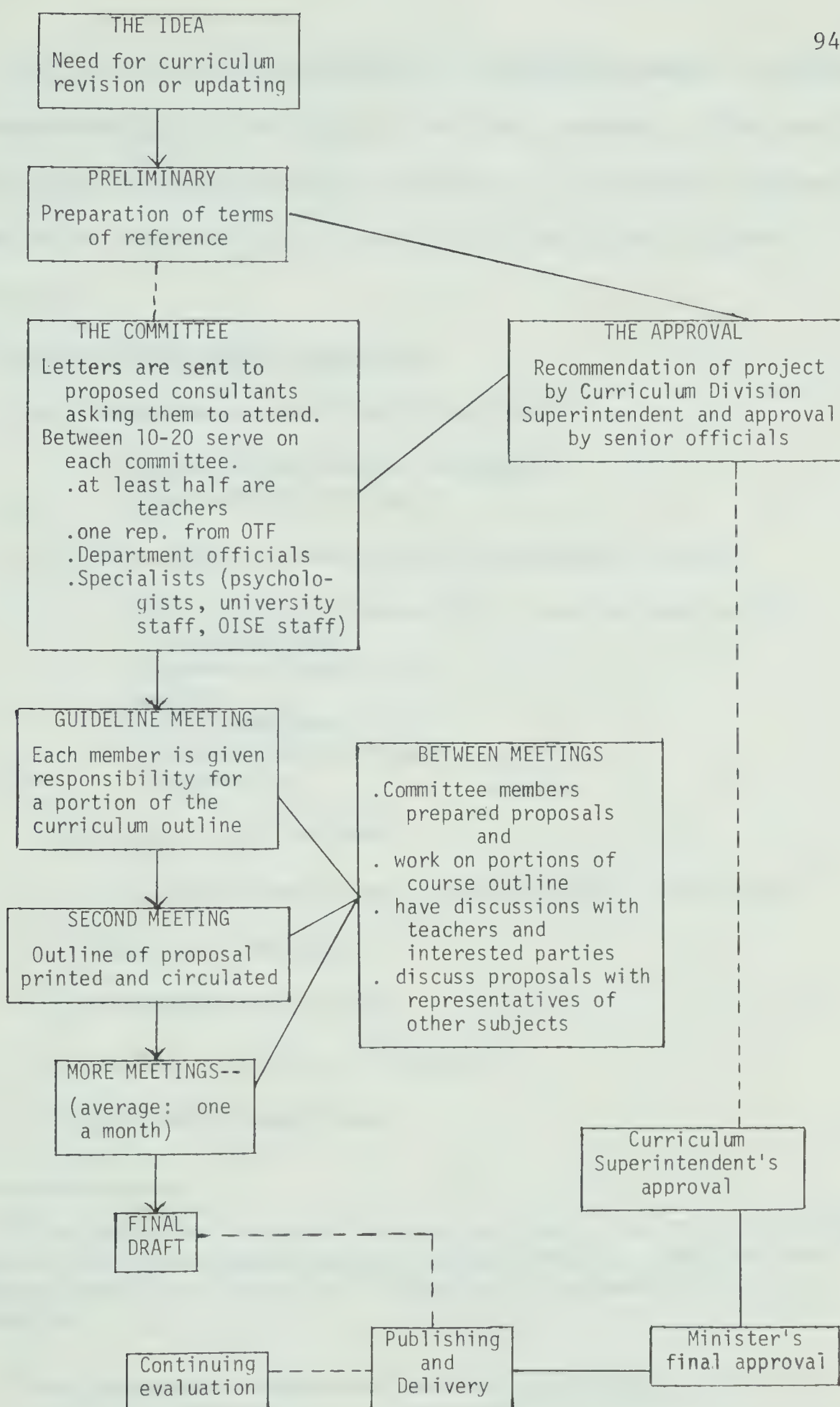


FIGURE 12

THE PROCESS OF CURRICULUM REVISION (ONTARIO)

The final draft was presented to the Superintendent for approval and recommendation to the Minister for final approval. The committee results were then published and delivered. A continuous program of evaluation of the area of curriculum under change was reported to be carried on.

Advisory Curriculum Committees

- a) Committee on Aims and Objectives³
 - Supreme Court member (Chairman)
 - Department psychologist
- b) Consultative Committee on Occupational Program
 - Specialist-Consultants (e.g., psychologists and sociologists)
 - Curriculum Consultants
 - teachers
 - representatives of--
 - Teacher Associations
 - University
- c) Audio-Visual Services⁴
- d) Curriculum Committees of the Teachers' Federations⁵
- e) Teachers' Committees
- f) Principals' Committees
- g) Ad hoc Committees (Inspectors)
- h) Librarian Committees

³The committee received twenty-one briefs from individuals and seventy-eight from organizations at public hearings held in 1966. The committee report was expected to make major recommendations in curriculum.

⁴The committee's membership was not specified.

⁵The membership of this and the following committees is implied in the committee title.

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

The personnel and committees responsible for and influential in interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

- (a) information concerning the nature of the learner
 - major responsibility - Superintendent of Curriculum Section
- (b) information concerning societal factors
 - major responsibility - Superintendent of Curriculum Section
 - major influence - Assistant Superintendents of Curriculum Section
- (c) information concerning the nature of knowledge
 - major responsibility - Assistant Superintendents of Curriculum Section

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

- (a) formulating broad statements of objectives of the curriculum plan
 - major responsibility - Assistant Superintendent of Curriculum Section

- major influence - Advisory Curriculum Committees
- (b) allocating the objectives sequentially into various levels of the curriculum
 - major responsibility - Assistant Superintendents of Curriculum Section
 - major influence - Advisory Curriculum Committees
- (c) allocating objectives to particular subjects and subject areas
 - major responsibility - Assistant Superintendents of Curriculum Section
 - major influence - Advisory Curriculum Committees

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for and influential in decisions concerning the selection and organization of content and learning experiences:

- (a) adding and/or eliminating content and the sequential ordering of the content selected
 - major responsibility - Assistant Superintendents of Curriculum Section
 - major influence - Curriculum Committees
- (b) methods of instruction, class size and learning experiences to be employed in presenting the content
 - major responsibility - Teachers' Committees
 - major influence - Consultative Committee on Occupational Program
- (c) the selection and approval of textbooks
 - major responsibility - Assistant Superintendents of Curriculum Section
 - major influence - Teachers' Committees

- Assistant Superintendents of Curriculum Section
- minor influence
- Ad hoc Committees (Inspectors)

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

(a) determining whether the proposed objectives are actually attained

- major responsibility
- major influence
- minor influence
- Ad hoc Committee (Inspectors)
- Principals' Committee
- Teachers' Committees

(b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

- major responsibility
- major influence
- minor influence
- Assistant Superintendents of Curriculum Section
- Advisory Curriculum Committees
- Teachers' Committees
- Principals' Committees
- Ad hoc Committees (Inspectors)

(c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines

- major responsibility
- Assistant Superintendents of Curriculum Section

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENT

Curriculum Division within the Department of Education

Figure 13 illustrates the relationship of the Curriculum Division

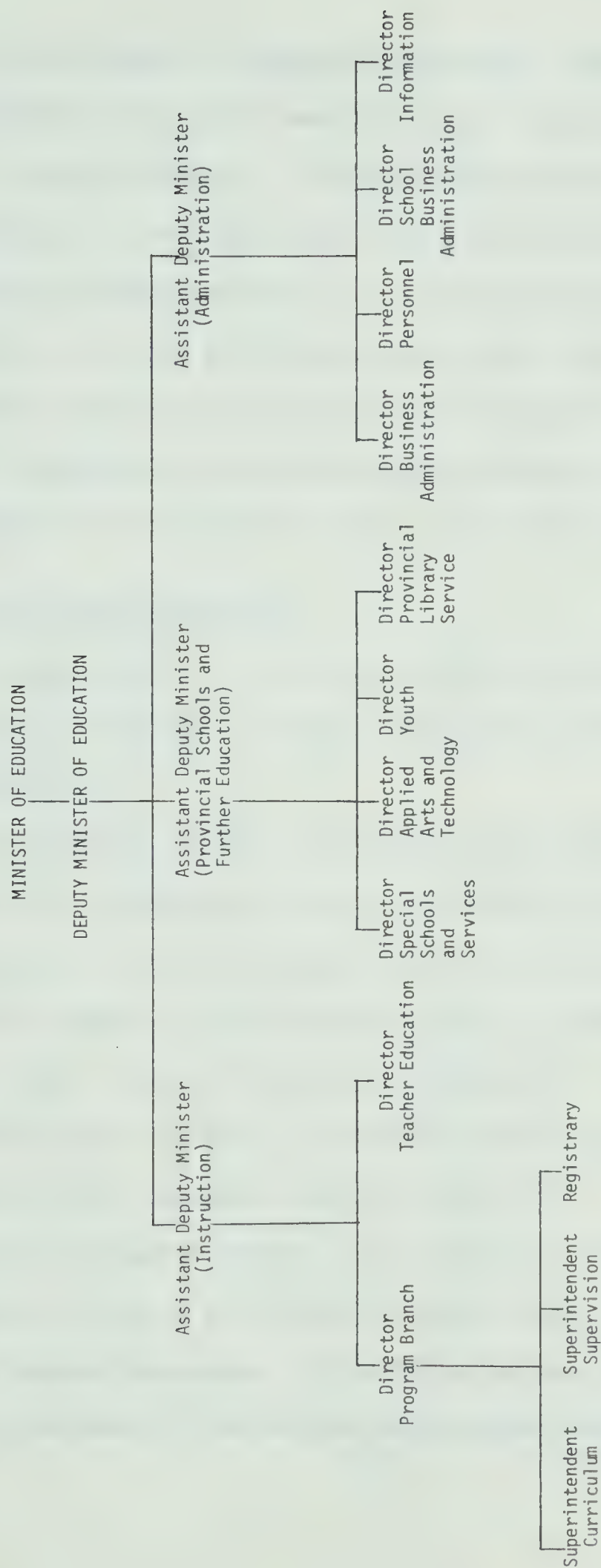


FIGURE 13
CURRICULUM DIVISION WITHIN THE DEPARTMENT OF EDUCATION (ONTARIO)

within the Department of Education in Ontario. The top officials of the Department of Education were the Deputy Minister and three Assistant Deputy Ministers. The Curriculum Division, headed by the Superintendent of Curriculum, was a unit within the Program Branch, The Director of which reported to the Assistant Deputy Minister (Instruction). Within the Program Branch there were also the Supervisory Division and the office of the Registrar.

The remaining two Assistant Deputy Ministers had charge over administration, and provincial school and further education.

Curriculum Division Personnel

The organization of the Curriculum Division staff and their relationship to relevant principal officials in the Department is set out in Figure 14.

The Curriculum Division under the Superintendent of Curriculum consisted of a professional staff of thirty-one, including Assistant Superintendents, the Audio-Visual Director and a number of specialists at both the elementary and secondary levels, in subjects such as science, social studies, English and mathematics. These specialists all worked closely together, in order to keep in touch with curriculum developments in all subject areas and grades.

In its broadest definition the function of the Curriculum Division was to plan a curriculum which kept pace with the constant change in current education. The major objectives of the Division were: the provision of new courses and programs designed to meet a

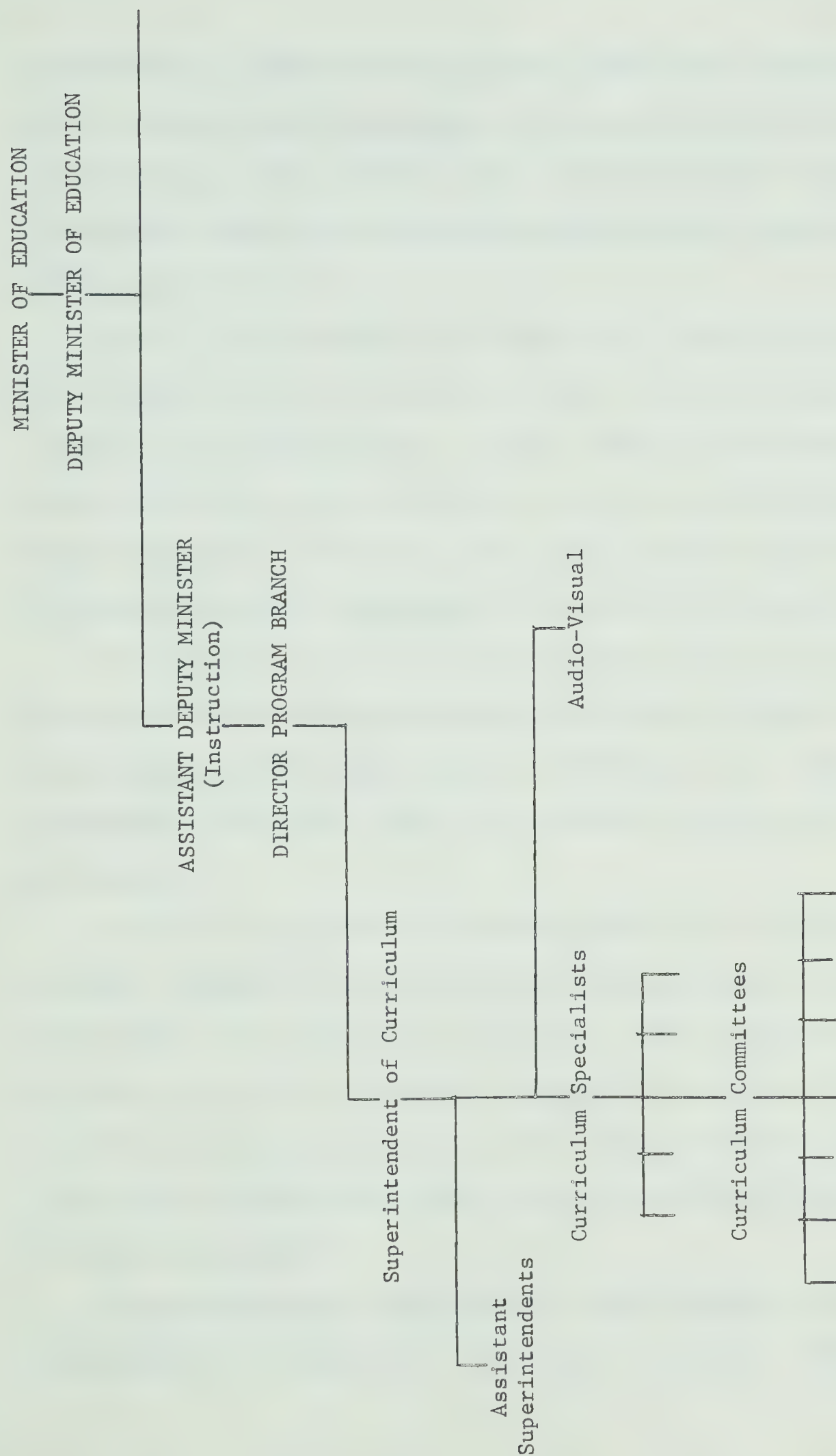


FIGURE 14

PERSONNEL ORGANIZATION OF THE CURRICULUM DIVISION (ONTARIO)

wide variety of student needs, promotion of the best of new teaching methods, materials and techniques, and continued revision of curriculum publications to ensure that the school program benefited from findings of education research and from latest developments in scholarship, business and industry.

Part of the Department's philosophy was a consultative process. Consultation took place within the Division, with teachers and inspectors, and with professional groups outside the Department. Consultation with teachers sometimes took the form of workshops to explain new courses and course guides. The workshops helped teachers with common problems in presenting new courses and interpreting topics.

The curriculum staff was in close liaison with many organizations, such as the Canadian Planning Council, the Canadian Economic Foundation, the National Film Board and business organizations. All these institutions contributed specialized knowledge to curriculum development.

In order to determine the effectiveness of the curriculum, the Divisions' personnel visited schools across the Province to discuss with teachers the strengths and weaknesses of the curriculum. Ontario's Curriculum Division was attempting to establish a policy of having curriculum people spend one or two days a week in schools. Workshops also helped to evaluate new courses, as well as the usefulness of the curriculum study guide.

Each division staff member spent at least two days a month, plus time required for preparation, on Curriculum Committees. These

committees were composed of teachers and specialist-consultants such as doctors, psychologists, university professors and business people as well as Department officials. The functions of these committees were to appraise current courses, develop new courses, evaluate the current program, and make recommendations for change.

CHAPTER IX

CURRICULUM DEVELOPMENT IN THE PROVINCE OF QUEBEC

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

- Minister of Education
- Deputy Ministers of Education
- Director General of Elementary and Secondary Education
- Director of Curriculum
- Associate Director of Curriculum (English Schools)
- Assistant Director of Curriculum (Professional Subjects)
- Heads of Subject Divisions
- Director of School Organization

Local School Representatives

- School Administrators
- School Subject Supervisors
- School Department Heads and Teachers

Organization Representatives

a) from such educational organizations as:

- Provincial Teachers' Associations
- Provincial Subject Teachers' Associations
- Universities
- Teacher Training Colleges

b) from such public organizations as:

- Professional, Business, and Industrial Organizations
- Home and School Organizations

II. CURRICULUM COMMITTEES

Curriculum Structure and Membership

The curriculum committees used to develop the provincial curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees

- a) Superior Council of Education (Protestant and Catholic Committees)

Deputy Ministers of Education
 school administrators
 representatives of--
 Provincial Teachers' Associations
 Universities
 Professional, Business and Industrial Organizations
 Home and School Organizations

- b) Comité du Plan de Développement Scolaire¹

school administrators
 representatives of--
 Provincial Teachers' Associations
 Home and School Organizations

- c) Institut de Recherche Pédagogique¹

representatives of Universities

- d) Curriculum Branch Advisory Committee

Director of Curriculum
 Associate Director
 Assistant Director
 Heads of Subject Divisions
 school subject supervisors
 representatives of--

¹Two of the Major Curriculum Committees were referred to by French titles, the Committee for the Planning of Scholastic Development and the Pedagogical Research Institute.

Provincial Teachers' Associations
Teacher Training Colleges

e) Consulting Committees of Subject Division Heads

Heads of Subject Divisions
school subject supervisors
school department heads and teachers
representatives of--
Provincial Teachers' Associations
Provincial Subject Teachers' Associations
Universities
Teacher Training Colleges
Professional, Business, and Industrial Organizations

Minor Curriculum Committees²

- a) Textbook Evaluation Sub-Committees
- b) Subject Curriculum Sub-Committees
- c) Evaluation Committees
- d) Audio-Visual and School Television Committees

Heads of Subject Divisions
school subject supervisors
school department heads
teachers
representatives of--
Provincial Teachers' Associations
Provincial Subject Teachers' Associations
Universities
Teacher Training Colleges

Advisory Curriculum Committees³

- a) Royal Commission on Education
- b) Ad hoc Committees (appointed by the Department)

²The composition of all committees in this section was the same and included the types of personnel listed below.

³The membership of each committee in this section is implied in the committee title.

- c) Provincial Teachers' Association Curriculum Committees
- d) Subject Teachers Associations' Curriculum Committees
- e) School Boards' Curriculum Councils
- f) Home and School Associations' Committees (on special aspects of Education)
- g) Committees formed by professional, industrial, and business associations

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Since the whole structure of the Directorate of Elementary and Secondary Education had changed the respondent was only able to indicate how Curriculum planning and development was expected to be done after the change-over was completed. One of the aims of the new Department structure was for uniformity of procedures of curriculum development among all sectors of public education: whether Catholic or Protestant, French or English. Consequently, the following responses applied to all sectors as far as curriculum was concerned.

Background Determinants

The personnel and committees responsible for and influential in interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

- (a) information concerning the nature of the learner

major responsibility

- Director General of Elementary
and Secondary Education

- | | |
|-----------------|---|
| major influence | - Curriculum Branch Advisory Committee |
| | - Textbook Evaluation Sub-Committees |
| | - Royal Commission on Education |
| minor influence | - Provincial Teachers' Associations Curriculum Committees |
| | - School Boards' Curriculum Councils |
| | - Home and School Associations' Committees |
- (b) information concerning societal factors
- | | |
|----------------------|--|
| major responsibility | - Deputy Ministers of Education |
| major influence | - Superior Council of Education |
| | - Comité du Plan de Développement Scolaire |
| | - Home and School Associations' Committees |
| minor influence | - Royal Commission on Education |
| | - School Boards' Curriculum Councils |
| | - Committees formed by professional, business and industrial organizations |
- (c) information concerning the nature of knowledge
- | | |
|----------------------|---|
| major responsibility | - Director of Curriculum |
| major influence | - Heads of Subject Divisions |
| | - Curriculum Branch Advisory Committee |
| | - Consulting Committees of Subject Division Heads |
| minor influence | - Subject Curriculum Sub-Committees |

- Committees formed by professional, industrial and business organizations

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

(a) formulating broad statements of objectives of the curriculum plan

- | | |
|----------------------|---|
| major responsibility | - Director General of Elementary and Secondary Education |
| major influence | - Director of Curriculum |
| | - Curriculum Branch Advisory Committee |
| | - Royal Commission on Education |
| minor influence | - Provincial Teachers' Associations Curriculum Committees |
| | - School Boards' Curriculum Councils |
| | - Home and School Associations Committees |

(b) allocating the objectives sequentially into various levels of the curriculum

- | | |
|----------------------|---|
| major responsibility | - Director General of Elementary and Secondary Education |
| major influence | - Director of Curriculum |
| | - Superior Council of Education |
| | - Consulting Committees of Subject Division Heads |
| minor influence | - Subject Curriculum Sub-Committees |
| | - Provincial Teachers Associations' Curriculum Committees |

- School Boards' Curriculum Councils
- (c) allocating objectives to particular subjects and subject areas
 - major responsibility - Director of Curriculum
 - major influence
 - Heads of Subject Divisions
 - Curriculum Branch Advisory Committees
 - Consulting Committees of Subject Division Heads
 - minor influence
 - Subject Curriculum Sub-Committees
 - Provincial Teachers' Associations Curriculum Committees
 - School Boards' Curriculum Councils

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for and influential in decisions concerning the selection and organization of content and learning experiences:

- (a) adding and/or eliminating content and the sequential ordering of the content selected
 - major responsibility - Director of Curriculum
 - major influence
 - Heads of Subject Divisions
 - Consulting Committees of Subject Division Heads
 - Subject Curriculum Sub-Committees
 - minor influence
 - Provincial Teachers' Associations Curriculum Committees
 - Subject Teachers Associations' Curriculum Committees
 - School Boards' Curriculum Councils

- (b) methods of instruction, class size and learning experiences to be employed in presenting the content

major responsibility	- Director of Curriculum
major influence	- Heads of Subject Divisions
	- Consulting Committees of Subject Division Heads
	- Subject Curriculum Sub-Committees
minor influence	- Royal Commission on Education
	- Provincial Teachers' Associations Curriculum Committees
	- Subject Teachers Associations' Curriculum Committees

- (c) the selection and approval of textbooks

major responsibility	- Minister of Education
major influence	- Heads of Subject Divisions
	- Superior Council of Education
	- Textbook Evaluation Sub-Committees
minor influence	- Consulting Committees of Subject Division Heads
	- Subject Teachers Associations' Curriculum Committees
	- School Boards' Curriculum Councils

- (d) the selection and approval of books for authorized library lists and other instructional materials

major responsibility	- Minister of Education
major influence	- Heads of Subject Divisions
	- Superior Council of Education
	- Textbook Evaluation Sub-Committees

- | | |
|--|---|
| minor influence | <ul style="list-style-type: none"> - Consulting Committees of Subject Division Heads - Subject Teachers Associations' Curriculum Committees - School Boards' Curriculum Councils |
| (e) the setting of standards and examinations | |
| major responsibility | <ul style="list-style-type: none"> - Director General of Elementary and Secondary Education |
| major influence | <ul style="list-style-type: none"> - Heads of Subject Divisions - Examination Committees - Comité du Plan de Développement Scolaire |
| minor influence | <ul style="list-style-type: none"> - Royal Commission on Education |
| (f) the amalgamation of various disciplines into general fields of study | |
| major responsibility | <ul style="list-style-type: none"> - Heads of Subject Divisions |
| major influence | <ul style="list-style-type: none"> - Curriculum Branch Advisory Committee - Consulting Committees of Subject Division Heads - Subject Curriculum Sub-Committees |
| minor influence | <ul style="list-style-type: none"> - Royal Commission on Education |
| (g) the adoption of "package" courses, e.g., PSSC Physics | |
| major responsibility | <ul style="list-style-type: none"> - Heads of Subject Divisions |
| major influence | <ul style="list-style-type: none"> - Curriculum Branch Advisory Committee - Consulting Committees of Subject Division Heads |

- Subject Curriculum Sub-Committees

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, were the following personnel and committees:

major responsibility	- Director General of Elementary and Secondary Education
major influence	- Heads of Subject Divisions
	- Curriculum Branch Advisory Committee
minor influence	- Comité du Plan de Développement Scolaire
	- Royal Commission on Education
	- School Boards' Curriculum Councils

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

(a) determining whether the proposed objectives are actually attained

major responsibility	- Director General of Elementary and Secondary Education
major influence	- Director of Curriculum
	- Heads of Subject Divisions
	- Curriculum Branch Advisory Committee

minor influence

- Consulting Committees of Subject Division Heads

(b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

major responsibility

- Heads of Subject Divisions

major influence

- Curriculum Branch Advisory
Committee

- Institut de Recherche Pédagogique

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENTS

Curriculum Branch within the Department of Education

The organization chart which illustrates the relationship of the Curriculum Branch to other branches within the Quebec Department of Education is presented in Figure 15. It illustrated the direct communications which existed among all branches which were within the same Directorate. The Curriculum Branch communicated, through the Director General, with the Directorates of Teacher Training, of post-secondary and University Education, and of Adult Education. Communication channels, through the Director General, with the School Television and Audio-Visual Branch, Institut de Recherche Pédagogique, Provincial Co-ordinator of Interregional Bureaus and Directorate of School Buildings and Equipment were also present. Inter-directorate communications were also facilitated by permanent Coordinating Committees at the subject level (Subject Division Heads and representatives, for the same subjects, from the Directorates).

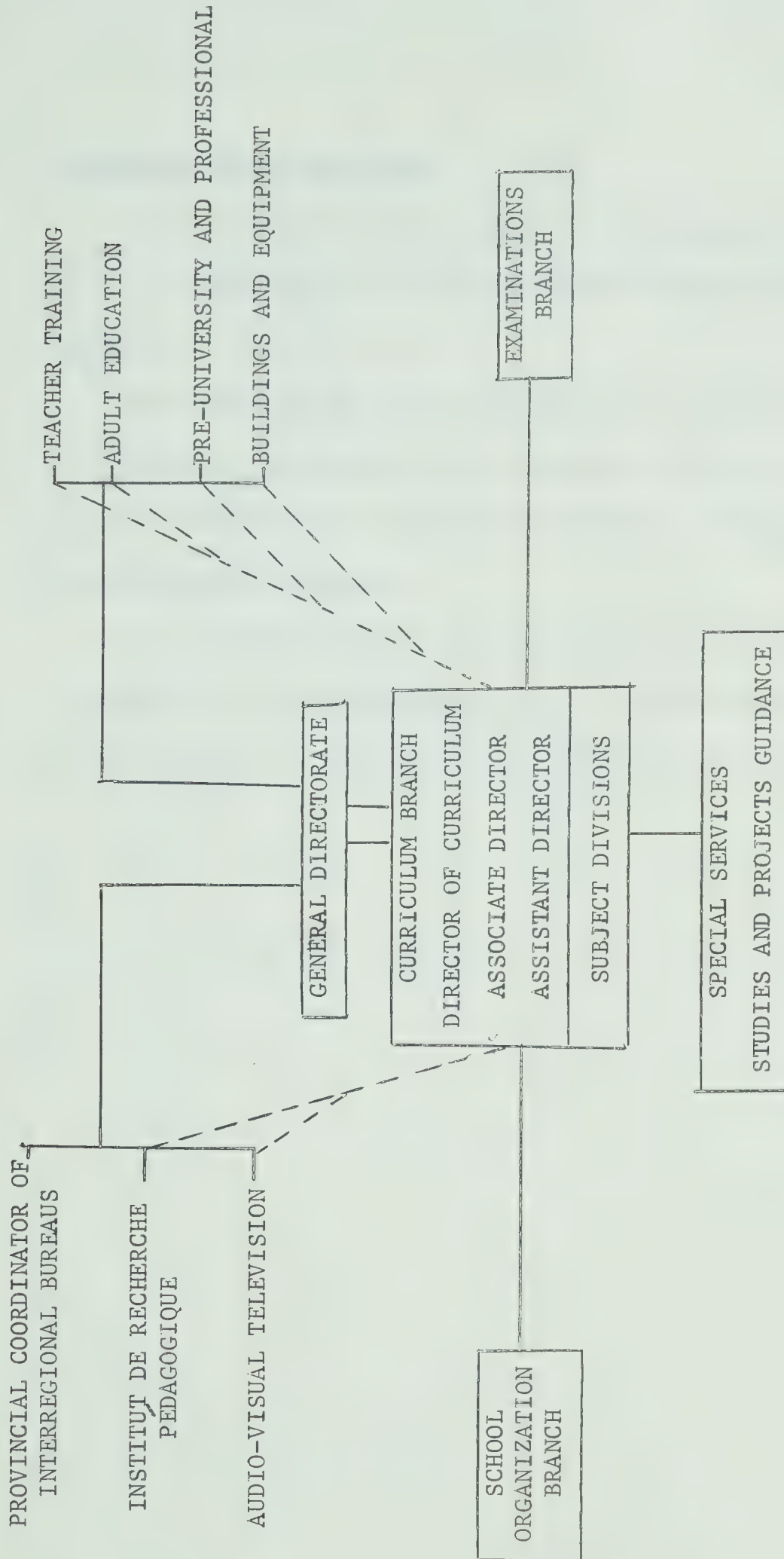


FIGURE 15

CURRICULUM BRANCH WITHIN THE DEPARTMENT OF EDUCATION (QUEBEC)

Curriculum Branch Personnel

The organization chart presented in Figure 16 illustrates the personnel organization of the Curriculum Branch of the Department of Education in Quebec.

The staff of the Curriculum Branch included the Director of Curriculum, an Associate and an Assistant Director, fifteen to twenty Subject Division Heads and several Technical Advisers within the various Subject Divisions.

All personnel within the curriculum Branch were responsible to the Director of Curriculum who, in turn, was responsible to the Director General of Elementary and Secondary Education.

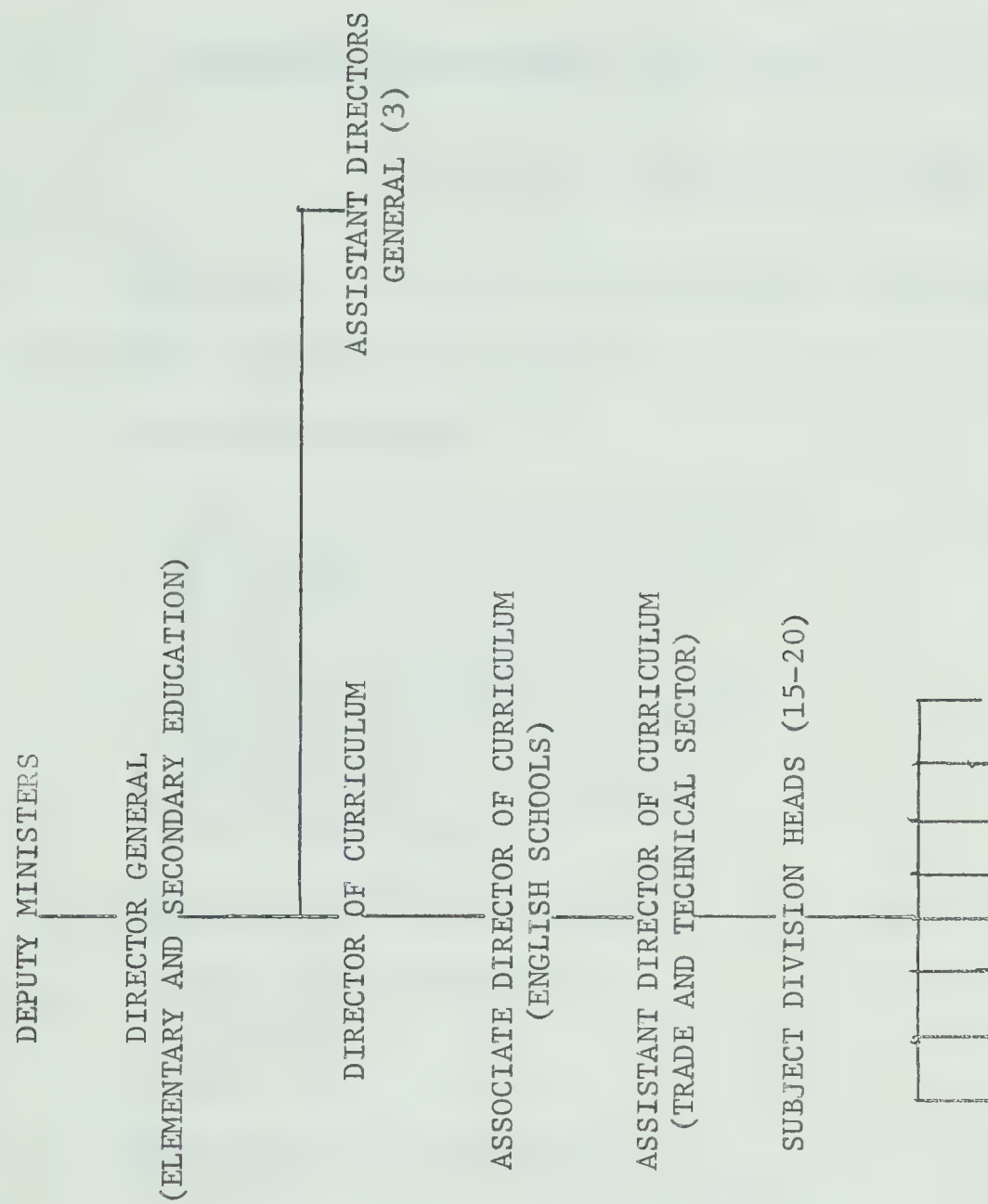


FIGURE 16

PERSONNEL ORGANIZATION OF THE CURRICULUM BRANCH (QUEBEC)

CHAPTER X

CURRICULUM DEVELOPMENT IN THE PROVINCE OF NEW BRUNSWICK

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

Deputy Ministers of Education (2)
Director of Curriculum and Research
Chief Superintendent of Schools
Director of Teacher Training
Director of Administration
Director of Vocational Education
Director of Educational Services
Superintendent of Schools
Curriculum Branch Consultants
School Supervisors

Local School Representatives

School Superintendents
Supervisors
Teachers
Consultants

Organization Representatives

a) from such educational organizations as:

Teachers' Association
Trustees' Association
Universities

b) from such public organizations as:

Home and School
Council of Women
I.O.D.E.

II. CURRICULUM COMMITTEES

Curriculum Structure, Membership, and Function

The curriculum committees used to develop the provincial curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees

a) Provincial Curriculum Committee

Director of Curriculum and Research (ex officio chairman)
 Deputy Ministers (2)
 Chief Superintendent of Schools
 Directors of--
 Teacher Training
 Administration
 Vocational Education
 Educational Services
 Curriculum Branch Consultants
 School Supervisors
 School Superintendents
 supervisors
 teachers
 representatives of--
 New Brunswick Trustees' Association
 Home and School Associations
 Council of Women
 I.O.D.E.

The principal purpose of the Provincial Curriculum Committee was to study the need for adjusting the programme of studies in the public schools of New Brunswick to meet the intellectual, economic and social needs of the Province. The functions of the Committee as outlined by the Director of Curriculum and Research were to; make recommendations to the Minister of Education regarding the curriculum, formulate policy on curriculum development, initiate experimentation and research and recommend desirable changes, receive and consider recommendations for

changes in curriculum, appoint and direct Subject Committees to study all matters relating to the curriculum and to receive and consider reports of such committees, and to evaluate pupil's progress with respect to the curriculum.

Minor Curriculum Committees

Subject Committees (31)

Director of Curriculum and Research
 Chief Superintendent of Schools
 Directors of--
 Teacher Training
 Administration
 Vocational Education
 Educational Services
 Superintendent of Schools
 Curriculum Branch Consultants
 School Supervisors
 teachers
 consultants
 supervisors
 representatives of universities

The Subject Committees worked in over twenty areas of the curriculum, including vocational education; the academic subjects (for French and English); special education, guidance, instructional materials and others. Their functions included studying all matters related to curriculum, including appraising and revising courses, and preparing programs of study and writing syllabuses along with introduction, bibliography and audio-visual aids.

Advisory Curriculum Committees¹

a) Instructional Materials Committee

¹The membership of the committees in this section was not specified.

- b) Guidance Committee
- c) Special Education Committee

The following brief outline illustrated the general procedures and sequence of events followed in developing and implementing a new course.

During the development of the study the Subject Committee set terms of reference for the study, established general procedures for development, and collected all available texts and materials relevant to the particular study; pilot classes began using various suggested textbook series and concrete materials; progress reports were presented to Committee meetings; subsequent meetings established the target date for introducing the new program, received briefs from representatives of publishers of particular series, and considered procedures to be adopted for adequate teacher preparation for the new program.

The sequence of events during the pilot project and evaluation phase began with discussions between representatives of various publishers, the Committee, and invited teachers concerning the programs offered by the publishers; a progress report was then given to a Provincial Curriculum Committee meeting and approval received in principle for the target date set by the Subject Committee; the undertaking of a wide range of pilot projects in different areas of the Province and in different types of schools followed; plans to discuss the various text series with the teachers using them were then made; next, the means for collecting detailed evaluation of the

textbook series used in each pilot project were established; a joint meeting of the Subject Committee and principals of pilot schools to discuss the relative merits of the different programs followed; and finally the decision was made regarding which series to recommend and the syllabus along with introduction, notes on methodology, bibliography, and audio-visual aids was prepared. These events were then followed by decisions on the mode of implementation, the materials to be used for inservice work, the confirmation of conclusions and recommendations and the acceptance of the report and recommendations of the Subject Committee by the Provincial Curriculum Committee.

Part of the philosophy of the Curriculum Branch in regard to the process of curriculum planning and development, was the belief that a minimum of three years was required to revise and introduce a school program, such as, the Elementary School Mathematics Program for grades one to six inclusive. The Director of Curriculum suggested: one year for committee study to develop a general structure for the program; one year and a half for pilot projects and their evaluation; and six months to order and distribute the textbooks to the schools since they are purchased centrally in New Brunswick.

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

The personnel and committees responsible for and influential in

interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

- (a) information concerning the nature of the learner
 - major responsibility - Curriculum Branch
 - major influence - Curriculum Branch
 - Teacher Training
 - Universities
- (b) information concerning societal factors
 - major responsibility - Curriculum Branch
 - major influence - Curriculum Branch
 - Vocational Branch
- (c) information concerning the nature of knowledge
 - major responsibility - Curriculum Branch
 - major influence - Curriculum Branch
 - Universities

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

- (a) formulating broad statements of objectives of the curriculum plan
 - major responsibility - Provincial Curriculum Committee
 - major influence - Curriculum Branch
- (b) allocating the objectives sequentially into various levels of the curriculum
 - major responsibility - Provincial Curriculum Committee
 - major influence - Curriculum Branch

(c) allocating objectives to particular subjects and subject areas

major responsibility - Provincial Curriculum Committee

major influence - Curriculum Branch

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for and influential in decisions concerning the selection and organization of content and learning experiences:

(a) adding and/or eliminating content and the sequential ordering of the content selected

major responsibility - Provincial Curriculum Committee

major influence - Curriculum Branch

(b) methods of instruction, class size and learning experiences to be employed in presenting the content

major responsibility - Department of Education

major influence - Curriculum Branch

- Teacher Training

- Administration

(c) the selection and approval of textbooks

major responsibility - Minister of Education

major influence - Provincial Curriculum Committee
(on advice of Subject
Committees)

(d) the selection and approval of books for authorized library lists and other instructional materials

major responsibility - Minister of Education

major influence - Provincial Curriculum Committee
(on advice of Subject
Committees)

- (e) the setting of standards and examinations
 - major responsibility - Minister of Education
 - major influence - Joint Board (representatives of Department, Teachers' Association and Universities)
- (f) the amalgamation of various disciplines into general fields of study
 - major responsibility - Provincial Curriculum Committee
 - major influence - various committees
- (g) the adoption of "package" courses, e.g., PSSC Physics
 - major responsibility - Minister on advice of Provincial Curriculum Committee

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, were the following personnel and committees:

- major responsibility - Curriculum Branch
- major influence - Curriculum Branch

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

- (a) determining whether the proposed objectives are actually attained
 - major responsibility - Provincial Curriculum Committee
 - major influence - Teaching Profession
- (b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained.

The second part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained.

The third part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained.

The fourth part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained.

The fifth part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained.

major responsibility - Provincial Curriculum Committee

major influence - Curriculum Branch
 - Teaching Profession
 - Universities

(c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines

major responsibility - Curriculum Branch

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENT

Curriculum Branch within the Department of Education

Figure 17 illustrates the relationship of the Curriculum Branch within the Department of Education. The organization chart illustrated three levels of authority, the office of the Minister of Education, the offices of two Deputy Ministers of Education, one for French and the other for English curriculum matters, and six principal branches within the Department. In charge of these branches were the Chief Superintendent and the five Directors, of Administration (English), Administration (French), Curriculum, School Planning, and Vocational Education.

Close liaison and channels of communication were kept between the Curriculum Branch and the other units within the Department through the Provincial Curriculum Committee, Departmental meetings, and various Subject Committees on which several of the branches had representation.

Curriculum Branch Personnel

The organization of the personnel within the Curriculum Branch

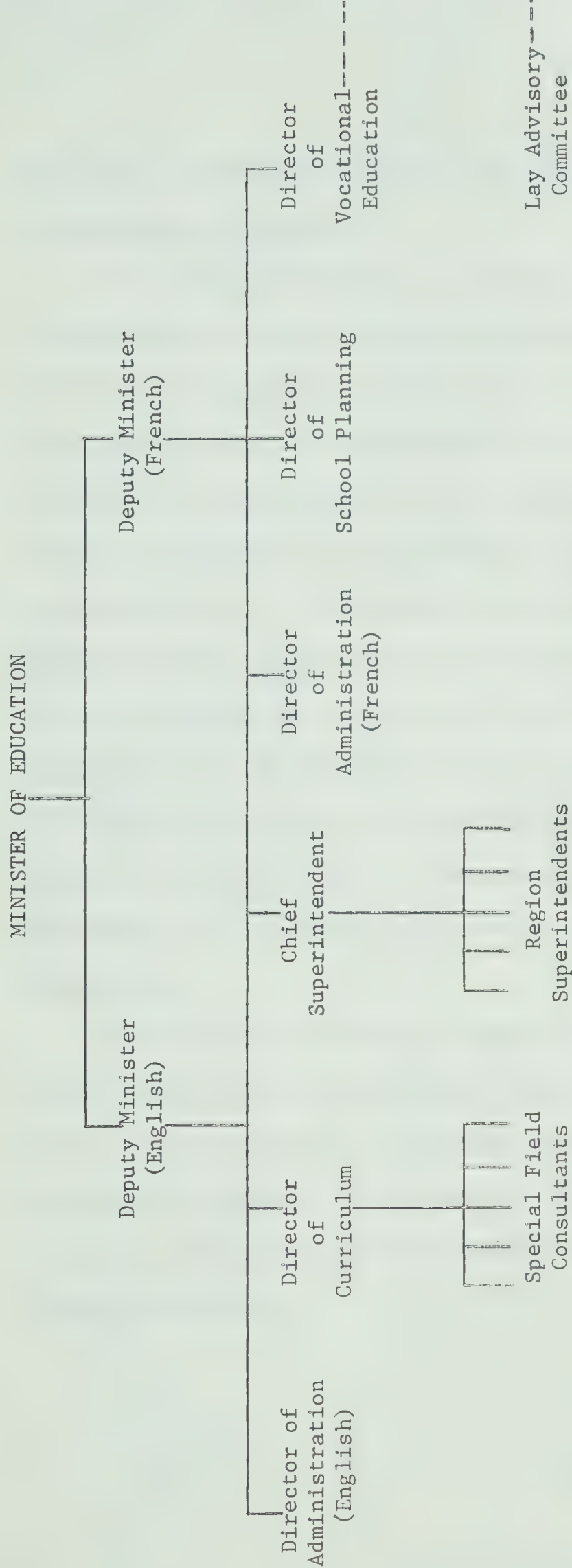


FIGURE 17

CURRICULUM BRANCH WITHIN THE DEPARTMENT OF EDUCATION (NEW BRUNSWICK)

and their formal relationship to the principal Department officials is illustrated in Figure 18.

The Provincial Curriculum Committee with wide provincial representation acted as an educational advisory board and as a source of final recommendation to the Minister in matters of school curriculum. The committee was also responsible for making policy relating to the planning and development of the provincial curriculum. The Provincial Curriculum Committee and the Director of Curriculum shared professional responsibility for coordinating the work of the Subject Committees. Reports and recommendations made by the Subject Committees were subject to final approval by the Provincial Curriculum Committee before presentation to the Minister for acceptance. Since the Director of Curriculum was the ex officio chairman of the Provincial Curriculum Committee the reports and recommendations of the Subject Committees were made to him in council and subject to the approval of the membership.

Reporting to the Director were the Directors of Guidance, and School Book Branch, a School Psychologist, and six special field curriculum consultants. Consultants in music, science and mathematics, the French curriculum (all subjects), elementary education, French language, and special education assisted in the activities of the Subject Committees.

1870

1871

1872

1873

1874

1875

1876

1877

1878

1879

1880

LIEUTENANT-GOVERNOR IN COUNCIL

MINISTER

DEPUTY MINISTER

DIRECTOR OF CURRICULUM

Provincial Curriculum
Committee

Curriculum Consultants

Music

Science
and
Mathematics

French
Curriculum

Elementary
Education

French
Language

Special
Education

Director
of
Guidance

Regional
Guidance
Supervisors

School
Psychologist

School Book
Branch Director

Staff

Subject Committees

Key to Figure

-----Advisory

Professional Responsibility

FIGURE 18

PERSONNEL ORGANIZATION OF THE CURRICULUM BRANCH (NEW BRUNSWICK)

CHAPTER XI

CURRICULUM DEVELOPMENT IN THE PROVINCE OF NOVA SCOTIA

I. PROVINCIAL CURRICULUM BUILDERS

The personnel who shared responsibility for developing the provincial curriculum were listed in respective categories as follows:

Principal Personnel

- Governor in Council
- Minister of Education
- Deputy Minister of Education
- Chief Director, Elementary and Secondary Education
- Director of Curriculum
- Curriculum Consultants
- Specialist Inspectors
- General Inspection Staff
- Director of Pupil Personnel Services

Local School Representatives

- School Superintendents
- School Supervisors
- Curriculum Specialists
- Teachers
- Special Teachers
- School Principals

Organization Representatives

- Nova Scotia Teachers' Union
- Specialist Associations
- University Professors
- Nova Scotia Teachers' College Staff
- School Boards

II. CURRICULUM COMMITTEES

Curriculum Structure, Membership, and Function

The curriculum committees used to develop the provincial

curriculum and their membership were listed in respective categories as follows:

Major Curriculum Committees¹

- a) Division of Elementary and Secondary Education
- b) Curriculum Section
- c) Curriculum Committees

The Curriculum Section was responsible for coordinating the work of the curriculum staff and committees. It was a source of final recommendation on curriculum matters to the Director of Elementary and Secondary Education, thence to the Deputy Minister, the Minister and Governor-in-Council.

The Curriculum Committees made recommendations for course of study and textbook changes. The reports and recommendations were presented to the Curriculum Section for approval and presentation to the Minister.

Minor Curriculum Committees

- a) Subject Committees (23)

Director of Curriculum²
Curriculum Consultants²
Specialist Inspectors²
General Inspection Staff

¹The membership of the Major Curriculum Committees was not specified. The first two entries in this section were actually sub-units within the Department of Education and, therefore, included department officials.

²These department officials served in a consultant capacity only.

school superintendents
 school supervisors
 curriculum specialists
 teachers
 specialist teachers
 school principals
 representatives of--
 Nova Scotia Teachers' Union
 Specialist Associations
 University
 Nova Scotia Teachers College

b) Ad hoc Committees

Director of Curriculum
 Curriculum Consultants
 Specialist Inspectors
 Director of Pupil Personnel Services

The Subject Committees were responsible for the work involved in course appraisal, revision, and evaluation. The Ad hoc Committees worked out recommendations regarding policy changes which were subject to approval by the Minister. Before presentation to the Minister policy changes were discussed, clarified and refined by consultation with field personnel, both government and locally employed, and with local school authorities. Where necessary other government departments were consulted, for example, in such fields as that of health education.

Advisory Curriculum Committees

Committees on:

- a) General Course³
- b) Adjusted Junior High³
- c) Comprehensive School Program³

³The composition of these committees was the same with the exception of (a) which did not include the chief Director and Director of Pupil Personnel Services.

Chief Director, Elementary and Secondary Education
 Director of Curriculum
 Curriculum Consultants
 Specialist Inspectors
 General Inspection Staff
 Director of Pupil Personnel Services

d) Guidance Services

Director of Pupil Personnel Services
 (in consultant capacity only)

e) Nova Scotia Council School Television

Chief Director, Elementary and Secondary Education
 representatives of--
 Nova Scotia Teachers' Union
 School Boards

f) Reorganized High School Program

representatives of--
 Nova Scotia Teachers' Union
 Nova Scotia Teachers College

III. CURRICULUM DECISIONS

The following is an account of the allocation of responsibility for decisions made in the process of curriculum planning and development.

Background Determinants

The personnel and committees responsible for and influential in interpreting information which is basic to the formulation of subsequent curriculum decisions are as follows:

(a) information concerning the nature of the learner

major responsibility	- Director of Curriculum
major influence	- Curriculum Consultants

- Director of Pupil Personnel Services
- minor influence - General Inspection Staff
- (b) information concerning societal factors
 - This item was designated - "not applicable"
- (c) information concerning the nature of knowledge
 - major responsibility - Director of Curriculum
 - major influence - Curriculum Consultants
 - minor influence - Specialist Inspectors
 - Director of Pupil Personnel Services

Curriculum Objectives

The following personnel and committees were responsible for and influential in decisions concerning the establishment of objectives which define the desired outcomes sought by the curriculum:

- (a) formulating broad statements of objectives of the curriculum plan
 - major responsibility - Director of Curriculum
 - major influence - Curriculum Consultants
- (b) allocating the objectives sequentially into various levels of the curriculum
 - major responsibility - Curriculum Consultants
 - major influence - Specialist Inspectors
 - minor influence - General Inspection Staff
- (c) allocating objectives to particular subjects and subject areas
 - major responsibility - Curriculum Consultants

Curriculum Content and Learning Experiences

Listed below are the personnel and committees responsible for and influential in decisions concerning the selection and organization of content and learning experiences:

- (a) adding and eliminating content and the sequential ordering of the content selected
 major responsibility - Teacher Committees
- (b) methods of instruction, class size and learning experiences to be employed in presenting the content
 major responsibility - Teacher Committees
- (c) the selection and approval of textbooks
 major responsibility - Teacher Committees
- (d) the selection and approval of books for authorized library lists and other instructional materials
 major responsibility -Curriculum Consultants
- (e) the setting of standards and examinations
 major responsibility - Director of Curriculum
- (f) the amalgamation of various disciplines into general fields of study
 major responsibility - Curriculum Consultants
- (g) the adoption of "package" courses, e.g., PSSC Physics
 major responsibility - Curriculum Consultants

Curriculum Organization

Responsible for and influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, were the following personnel and committees:

major responsibility	- Director of Curriculum
major influence	- Curriculum Consultants

Curriculum Evaluation

The personnel and committees responsible for and influential in decisions about the evaluation of the effectiveness of the curriculum are as follows:

(a) determining whether the proposed objectives are actually attained

major responsibility	- Director of Curriculum
major influence	- Curriculum Consultants
	- Director of Pupil Personnel Services
minor influence	- General Inspection Staff

(b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

major responsibility	- Curriculum Consultants
major influence	- Specialist Inspectors
minor influence	- General Inspection Staff

(c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines

major responsibility	- Director of Curriculum
major influence	- Curriculum Consultants
	- Specialist Inspectors
minor influence	- Director of Pupil Personnel Services

IV. ORGANIZATION FOR CURRICULUM DEVELOPMENT

Curriculum Section within the Department of Education

Figure 19 illustrates the relationship of the Curriculum Section within the Department of Education for the Province of Nova Scotia. Under the Deputy Minister of Education in the organization chart was the Chief Director of Elementary and Secondary Education who was responsible for coordinating and directing the activities of the Curriculum Services Section, Inspection Section, Guidance Section and Research Section.

Communication through the Chief Director, laterally between Sections, and with other divisions, as need arose, kept the Chief Director informed.

Curriculum Section Personnel

The personnel organization of Nova Scotia's Curriculum Section is outlined in Figure 20.

The Curriculum Section was a unit within the Division of Elementary and Secondary Education headed by the Director of Curriculum who was responsible to the Chief Director of Elementary and Secondary Education. Under the Director of Curriculum was a staff of Specialist Consultants and various curriculum committees consisting of teachers, inspectors, superintendents, supervisors and specialists.

The Director was in close communication with the Director of Guidance Services and the Chief Inspector on matters of relevant concern to curriculum development.

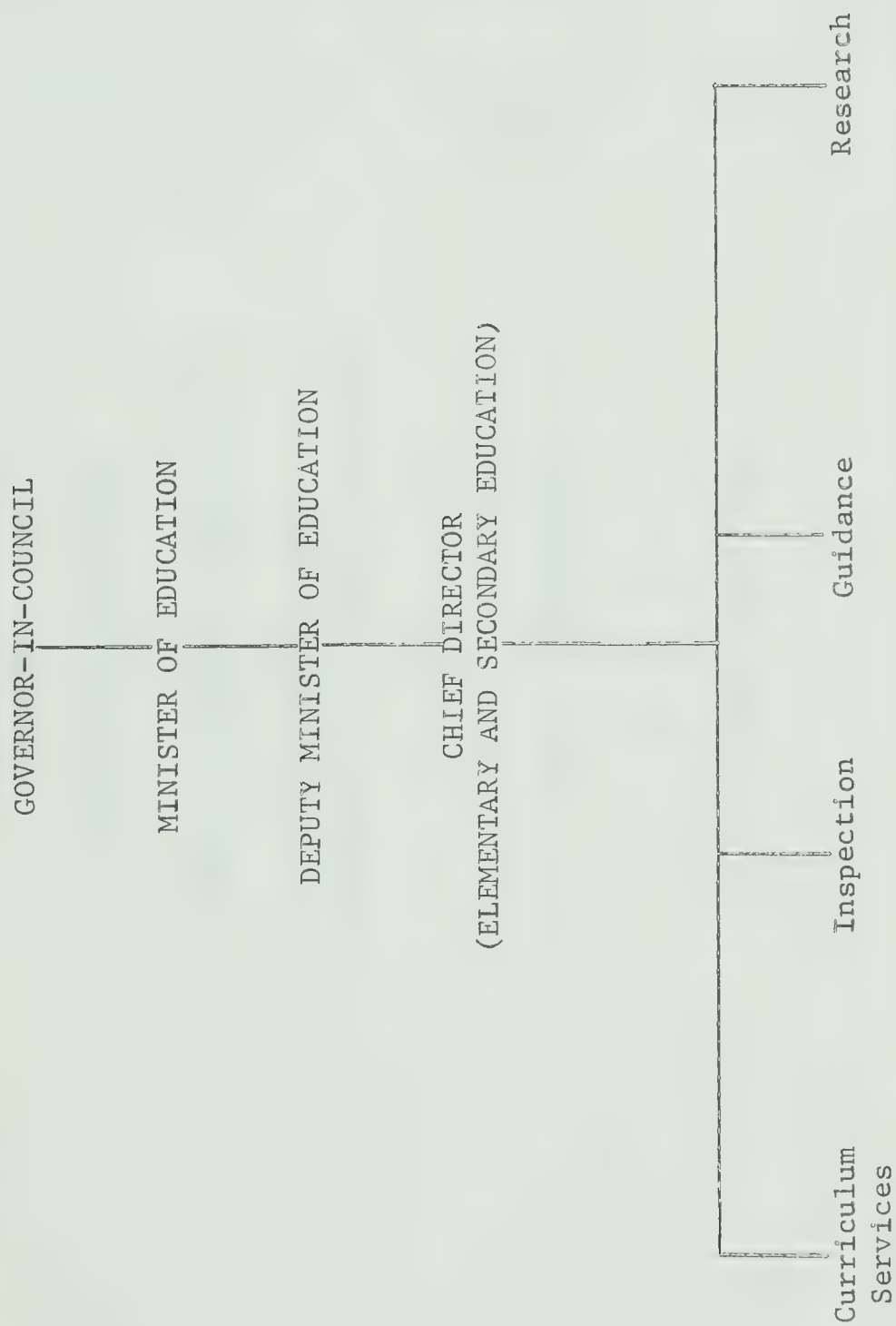


FIGURE 19

CURRICULUM SECTION WITHIN THE DEPARTMENT OF EDUCATION (NOVA SCOTIA)

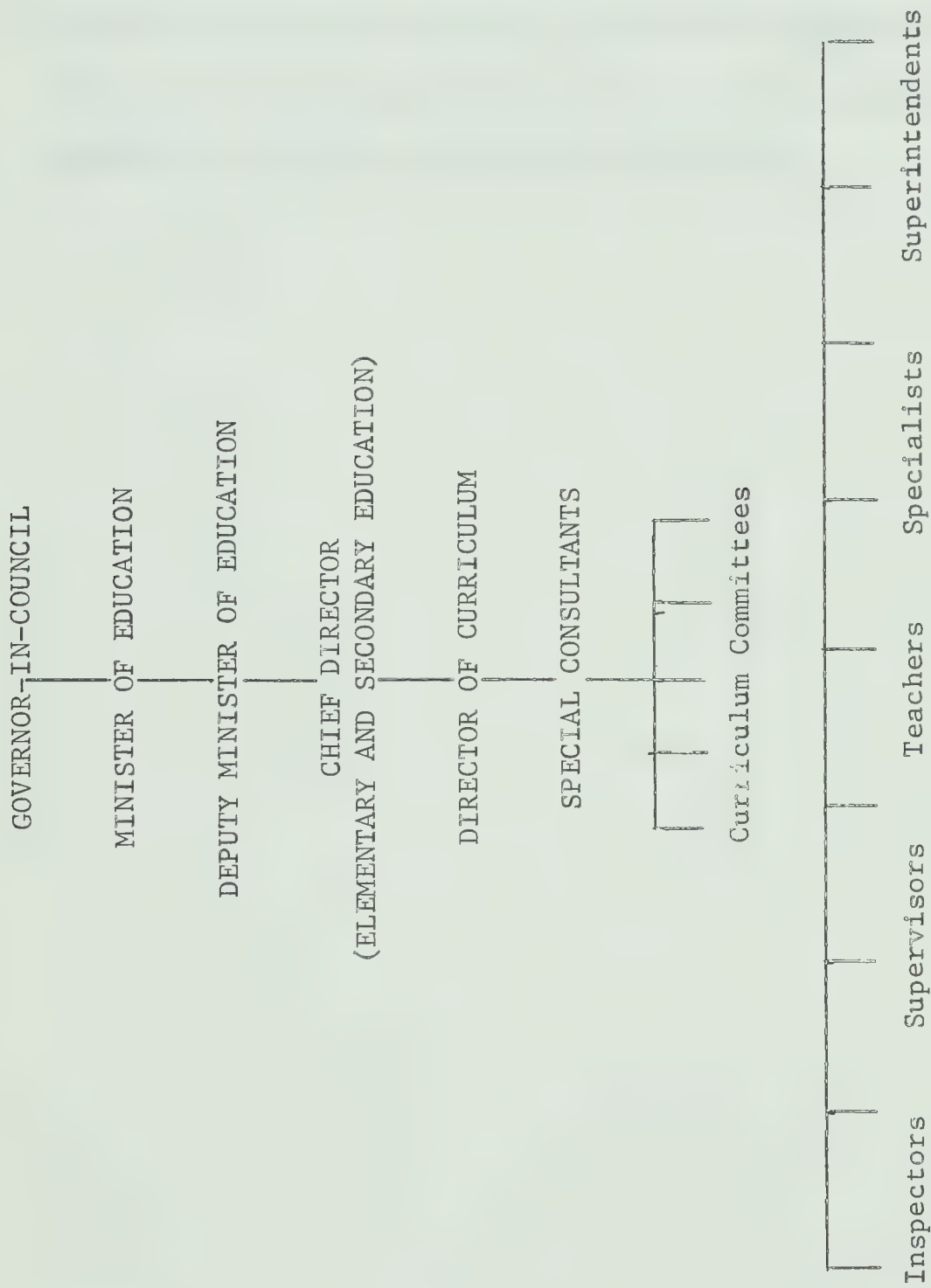


FIGURE 20

PERSONNEL ORGANIZATION OF THE CURRICULUM SECTION (NOVA SCOTIA)

From the information collected, the final authority of the Governor-in-Council was made clear. For example, final approval concerning such matters as official prescription of textbooks rested with the Governor-in-Council. All official prescriptions were required to be covered by an Order-in-Council before the related materials could be purchased for distribution.

CHAPTER XII

SUMMARY AND ANALYSIS OF THE FINDINGS

I. SUMMARY OF FINDINGS

Personnel Involved in Curriculum Development

It was necessary first to identify the personnel involved in curriculum building in Canadian provinces in order to analyze the process of curriculum development used by Provincial Departments of Education and to determine who were responsible for making curriculum decisions. Three principal types of curriculum personnel are suggested in the literature, department of education officials, personnel engaged in teaching at the school and district level, and persons representing educational and public organizations with an interest in public education. These three types are classified in the questionnaire as Principal Personnel, Local School Representatives, and Organization Representatives. The following is a summary of the personnel most frequently included in classified lists returned by the respondents.

In their lists of Principal Personnel the respondents included between seven and eleven Department officials. These officials were summarized in order of hierarchical position within Departments of Education. The responses for each of the eight provinces included a Minister of Education and a Deputy Minister (with New Brunswick listing two Deputy Ministers). Three respondents included an

Associate (or Assistant) Deputy Minister. The next status position was included under such titles as Superintendent of Education, Chief Superintendent of Schools, and Director of Program Branch and was included in all but one of the responses. The office of Director of Curriculum was listed by all respondents with five adding between one and three Assistant (or Associate) Directors of Curriculum. Only three respondents did not include curriculum consultants.

In addition to the above, each respondent included several other department officials with varying titles suggesting quite different roles within their respective Departments. Examples include such personnel as a Research Assistant, Director of Pupil Personnel Services, Director of Teacher Training, and Heads of Subject Division.

The respondents listed as Local School Representatives, local district and school administrators, supervisors, and teachers who represented the provinces' teaching forces on provincial curriculum committees.

The final classification of provincial curriculum builders included representatives from various provincial organizations who were listed as Organization Representatives. These organizations were of two types; one whose membership consisted of persons directly involved in education at the school or university level, and the other whose membership included citizens and laymen representing other professions, business and industry.

For organizations directly involved in education the respondents for eight provinces included provincial teachers' associations and

universities, seven listed trustees' associations, and five included home and school organizations.

However, in identifying lay organizations with representation on provincial curriculum committees the respondents were less explicit. Such general references to public organizations represented as 'others, other lay organizations, provincial organizations, and professional, business and industrial organizations' were made. Consequently, it was impossible to determine specifically which lay groups or organizations shared in making certain curriculum decisions.

Curriculum Committee Networks in Canadian Departments of Education

Current literature describing the organization of curriculum committees suggests that curriculum departments employ three main types of committees. The questionnaire incorporated these three types in order that the respondents would be able to classify, according to function, each curriculum committee used in their respective province. Each committee was classified as either a Major, Minor or Advisory Curriculum Committee.

No apparent trend or pattern of development is detected in the responses concerned with the structure, membership, and functions of the committees used to plan and develop Canadian provincial curricula. The number of committees reported in each classification varied among the provinces. The respondents for the provinces of New Brunswick, British Columbia, Alberta and Saskatchewan listed one, two, three, and five Major Curriculum Committees respectively. Respondents for the

remaining provinces listed Major Committees under general titles and did not specify the number within each classification. The respondents were requested to classify Minor Curriculum Committees under general headings and to specify the number within each classification. Not all respondents complied with this request. However, it was apparent that Minor Curriculum Committees were considerably more numerous than Major Curriculum Committees. In general this was true also of Advisory Curriculum Committees.

A practice noted among some Provinces was the establishment of Major Curriculum Committees responsible for specific levels of the curriculum or educational program. For example, in British Columbia two professional committees, one at the elementary education level and the other at the secondary education level coordinate the activities of the curriculum staff and committees. For the provinces of Alberta and Saskatchewan, the program was divided into three levels, elementary, junior high, and senior high. Three committees coordinate the programs. Similarly, in Ontario four Minor Curriculum Committees coordinate the activities of the personnel and committees responsible for curriculum planning and development at the primary, junior high, intermediate, and senior high levels.

Practices related to the provision for lay representation on curriculum committees varied among provinces. For example, in the Province of British Columbia, no lay representatives were included on Major Curriculum Committees, but numerous provincial organizations had representation on Minor and Advisory Curriculum Committees. In

contrast, the public in Alberta was not represented on Minor Curriculum Committees but was included on Major and Advisory Curriculum Committees. With respect to public participation in curriculum matters it was noted that in the provinces of Quebec and New Brunswick, a Major Curriculum Committee and in Alberta and Saskatchewan an Advisory Curriculum Committee are in operation and include representation of most provincial groups or organizations concerned about public education in their respective provinces. In British Columbia the practice is for various provincial organizations to present annual briefs to the Department of Education which frequently make suggestions having to do with changes in the curriculum.

The functions of Major Curriculum Committees most frequently reported were as follows:

- a) coordinating the activities of curriculum staffs and committees,
- b) keeping the provincial education program abreast of current curriculum changes and pupil and province needs,
- c) evaluating the curriculum, and
- d) presenting recommendations and advice to respective Ministers or Departments of Education.

The tasks most frequently assigned to Minor Curriculum Committees include:

- a) appraising and revising courses,
- b) preparing programs of studies, curriculum guides, and syllabuses,
- c) evaluating instructional materials, and

- d) analyzing the findings of experimental classes and study groups which were formed to evaluate proposed new courses or new texts.

Responsibility for Provincial Curriculum Decisions in Canada

In the review of the literature and the discussion concerning a theoretical design for curriculum development presented in Chapter II, five areas in which crucial curriculum decisions are made are identified. A sample of typical decision items for each category was selected from the literature and incorporated in the questionnaire. The following is a summary of the responses made by the Directors of Curriculum specifying which Department officials and curriculum committees were responsible for the various decisions presented in the sample. Essential to an accurate interpretation of this summary is the definition of responsibility as used in this study and in the questionnaire. It was stated in Chapter III and in the questionnaire that in the final analysis the Minister of Education or the Director of Curriculum was assumed to be responsible for the curriculum decisions made. The respondents, therefore, should have interpreted the term "responsibility" in a de facto sense and in answering the questionnaire identified persons and committees to whom responsibility for making curriculum decisions was delegated. Therefore, it is assumed that the responses to the items in this section were made in terms of "responsibility" thus defined.

In Table II is presented the government personnel and provincial curriculum committees to whom responsibility for various curriculum

TABLE II
PERSONNEL AND COMMITTEE RESPONSIBILITY AND INFLUENCE IN CURRICULUM DECISION MAKING

Personnel and Committees	Category and Decisions																			
	Background Determinants			Curriculum Objectives			Curriculum Content and Learning Experiences							Curriculum Organization			Curriculum Evaluation			
	a	b	c	a	b	c	a	b	c	d	e	f	g	a		a	a	b	c	
Directors of Curriculum	i	i	i	-	-	-	i	r	-	-	-	-	-	-	-	r	i	-	-	
	i	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	i	-	r	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	r	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Principal Personnel	i	i	i	i	r	-	-	-	-	-	-	-	-	-	-	r	r	-	-	
	i	r	i	i	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	i	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	r	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Major Curriculum Committees (wolr)	i	-	-	i	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	r	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Major Curriculum Committees (wlr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Minor Curriculum Committees (wolr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	i	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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Minor Curriculum Committees (wlr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Advisory Curriculum Committees (wolr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Advisory Curriculum Committees (wlr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

NOTE: Key to symbols is shown on the next page.

KEY TO TABLE II

Personnel and Committees

wolr - Committees 'without lay representation'
 wlr - Committees 'with lay representation'

Category and Decision

r - denotes responsibility for decision made
 i - denotes influence in decision made

Background Determinants

- (a) information concerning the nature of the learner
- (b) information concerning societal factors
- (c) information concerning the nature of knowledge

Curriculum Objectives

- (a) formulating broad statements of objectives
- (b) allocating objectives to levels of the curriculum
- (c) allocating objectives to particular subjects and subject areas

Curriculum Content and Learning Experiences

- (a) adding, eliminating, ordering selected content
- (b) methods of instruction, class size, learning experiences employed
- (c) selection and approval of textbooks
- (d) selection and approval of library books and instructional materials
- (e) setting of standards and examinations
- (f) amalgamation of various disciplines into general fields of study
- (g) adoption of "package" courses, e.g., PSSC Physics

Curriculum Organization

- (a) curriculum organization to provide for flexibility in schools

Curriculum Evaluation

- (a) determining whether proposed objectives are attained
- (b) evaluating particular areas for recommending change
- (c) evaluating recent findings and new developments relevant to the curriculum

decisions was delegated. It shows also the Department officials and committees who were sources of influence over these decisions. The information is examined further, under the headings used in the questionnaire, in the following sections.

Background Determinants. The frequency with which curriculum personnel and committees were designated as responsible for or influential in interpreting information which serves as a basis for subsequent decisions is as follows:

(a) information concerning the nature of the learner

	<u>Frequency of responses-</u> responsible / influential
Not specified	3 / 3
Director of Curriculum	2 / 2
Other Government Personnel	2 / 2
Major Curriculum Committees	1 / 2
Minor Curriculum Committees	1 / 1
Committees with lay members	0 / 1

(b) information concerning societal factors

Not specified	3 / 3
Director of Curriculum	2 / 0
Other Government Personnel	2 / 2
Major Curriculum Committees	1 / 2
Minor Curriculum Committees	0 / 1
Committees with lay members	0 / 2

(c) information concerning the nature of knowledge

Not specified	2 / 4
Director of Curriculum	4 / 0
Other Government Personnel	3 / 3
Major Curriculum Committees	1 / 1
Minor Curriculum Committees	0 / 1
Committees with lay members	1 / 2

Curriculum Objectives. The following lists the frequency with which curriculum personnel and committees were designated as

responsible for or influential in the defining of objectives:

- (a) formulating broad statements of objectives of the curriculum plan

	<u>Frequency of responses-</u>
	responsible / influential
Not specified	2 / 2
Director of Curriculum	1 / 2
Other Government Personnel	2 / 3
Major Curriculum Committees	1 / 3
Minor Curriculum Committees	0 / 0
Committees with lay members	2 / 3

- (b) allocating the objectives sequentially into various levels of the curriculum

Not specified	1 / 2
Director of Curriculum	1 / 1
Other Government Personnel	3 / 1
Major Curriculum Committees	2 / 2
Minor Curriculum Committees	0 / 1
Committees with lay members	1 / 3

- (c) allocating objectives to particular subjects and subject areas

Not specified	1 / 2
Director of Curriculum	1 / 1
Other Government Personnel	2 / 2
Major Curriculum Committees	0 / 4
Minor Curriculum Committees	1 / 2
Committees with lay members	3 / 0

Curriculum Content and Learning Experiences. Listed below is the frequency with which curriculum personnel and committees were designated as responsible for or influential in selecting and organizing the content and learning experiences:

- (a) adding or eliminating content and the sequential ordering of the content selected

Frequency of responses

responsible / influential

Not specified	1 / 3
Director of Curriculum	1 / 2
Other Government Personnel	1 / 4
Major Curriculum Committees	0 / 1
Minor Curriculum Committees	2 / 1
Committees with lay members	3 / 1

- (b) methods of instruction, class size and learning experiences to be employed in presenting the content

Not specified	3 / 5
Director of Curriculum	1 / 0
Other Government Personnel	2 / 2
Major Curriculum Committees	0 / 1
Minor Curriculum Committees	1 / 1
Committees with lay members	1 / 2

- (c) the selection and approval of textbooks

Not specified	1 / 3
Director of Curriculum	1 / 1
Other Government Personnel	3 / 2
Major Curriculum Committees	1 / 2
Minor Curriculum Committees	2 / 2
Committees with lay members	0 / 3

- (d) the selection and approval of books for authorized library lists and other instructional materials

Not specified	0 / 4
Director of Curriculum	1 / 0
Other Government Personnel	4 / 1
Major Curriculum Committees	1 / 1
Minor Curriculum Committees	2 / 3
Committees with lay members	1 / 1

- (e) the setting of standards and examinations

Not specified	2 / 5
Director of Curriculum	1 / 1
Other Government Personnel	5 / 0
Major Curriculum Committees	0 / 0
Minor Curriculum Committees	0 / 2
Committees with lay members	0 / 2

- (f) the amalgamation of various disciplines into general fields of study

	<u>Frequency of responses-</u> responsible / influence
Not specified	0 / 4
Director of Curriculum	1 / 1
Other Government Personnel	3 / 2
Major Curriculum Committees	3 / 2
Minor Curriculum Committees	1 / 3
Committees with lay members	2 / 2

- (g) the adoption of "package" courses, e.g., PSSC Physics

Not specified	0 / 3
Director of Curriculum	1 / 1
Other Government Personnel	4 / 2
Major Curriculum Committees	1 / 3
Minor Curriculum Committees	1 / 2
Committees with lay members	1 / 2

Curriculum Organization. The rate of occurrence with which curriculum personnel and committees were designated as responsible for or influential in directing the organization of the curriculum plan to provide for flexibility in schools, for example, for non-graded plans, is listed below:

	<u>Frequency of responses-</u> responsible / influential
Not specified	1 / 2
Director of Curriculum	3 / 2
Other Government Personnel	4 / 3
Major Curriculum Committees	1 / 2
Minor Curriculum Committees	0 / 0
Committees with lay members	0 / 3

Curriculum Evaluation. The frequency with which curriculum personnel and committees were designated as responsible for or influential in evaluating the effectiveness of the curriculum is

as follows:

- (a) determining whether the proposed objectives are actually attained

	<u>Frequency of responses-</u> responsible / influential
Not specified	2 / 0
Director of Curriculum	1 / 3
Other Government Personnel	3 / 2
Major Curriculum Committees	0 / 2
Minor Curriculum Committees	2 / 0
Committees with lay members	1 / 1

- (b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes

Not specified	0 / 3
Director of Curriculum	1 / 1
Other Government Personnel	4 / 3
Major Curriculum Committees	0 / 4
Minor Curriculum Committees	3 / 0
Committees with lay members	1 / 0

- (c) evaluating recent findings related to the teaching and learning processes and new developments in the academic disciplines

Not specified	1 / 3
Director of Curriculum	2 / 1
Other Government Personnel	4 / 3
Major Curriculum Committees	1 / 3
Minor Curriculum Committees	2 / 0
Committees with lay members	0 / 1

Formal Structure of Canadian Departments of Education

The information collected describing the positions of curriculum branches and personnel within the formal structure of their respective Departments of Education indicates that there are few common features which can be described. In each Department there are the following officials: Minister of Education, Deputy Minister of Education and Director of Curriculum. The only other official positions referred

to in several provinces by common title are Associate or Assistant Deputy Minister and Associate or Assistant Director of Curriculum. One or more of each of these types of personnel were included in descriptions of the formal structure of curriculum branches in four provinces.

Apart from Deputy Ministers of Education, Saskatchewan and Manitoba were the only provincial Departments of Education which identified common personnel in the hierarchical structure between the offices of the Director of Curriculum and Minister of Education or below that of the Director of Curriculum. In these provinces the Directors of Curriculum reported to an Assistant and Associate Deputy Minister respectively and each was aided by two Assistant and Associate Directors of Curriculum respectively.

The major differences in structure among provincial Departments of Education were in the types and number of official positions in the organization and the number of subordinates reporting to each. The levels of authority between the offices of Director of Curriculum and Minister of Education varied between one, two and three. The following illustrates some of the differences in official personnel between these two officials; in British Columbia a Deputy Minister, Superintendent of Education and Assistant Superintendent of Education, in Ontario a Deputy Minister, Assistant Deputy Minister, and Director of Program Branch, and in New Brunswick two Deputy Ministers, one for French and one for English.

II. AN ANALYSIS OF CURRICULUM DECISION MAKING

In this section an attempt is made to analyze the findings regarding curriculum decision making in Canadian provincial Departments of Education. The frequencies with which the Directors of Curriculum, other government personnel, and curriculum committees were reported as being responsible for, or influential in, curriculum decisions is presented in Table III. The frequencies recorded in this Table were calculated by totalling the responses in each cell in Table II. The total number of responses were calculated for the horizontal and the vertical categories. In interpreting the findings the frequencies with which various categories of personnel and committees were reported as responsible for, or influential in, making decisions within the five areas identified in the study and questionnaire and in the total sample are compared as ratios of the horizontal and the vertical totals.

The extreme right-hand columns of Table III give the total number of responses received by each category of decision makers designating them as responsible for, or influential in, making decisions included in the questionnaire sample. The frequency, expressed as a ratio of the total number of responses, with which the Directors of Curriculum, Principal Personnel and curriculum committees were identified as responsible and influential are as follows:

	Responsible / Influential	
Directors of Curriculum	less than 1/5	greater than 1/8
Principal Personnel	less than 2/5	less than 1/4

TABLE III

Personnel and Committees	Category of Decision											
	Background Determinants		Curriculum Objectives		Curriculum Content and Learning Experiences		Curriculum Organization		Curriculum Evaluation		All Decisions in the Sample	
	r	i	r	i	r	i	r	i	r	i	r	i
Director of Curriculum	8	5	3	4	7	6	3	2	4	5	25	22
Principal Personnel	7	11	7	10	21	11	4	3	11	8	50	43
Major Curriculum Committees (w0lr)	3	4	2	5	2	2	1	1	1	3	9	15
Major Curriculum Committees (wlr)	0	2	4	5	7	8	0	0	2	3	13	18
Minor Curriculum Committees (w0lr)	1	3	3	3	7	19	0	0	5	1	16	26
Minor Curriculum Committees (wlr)	1	1	1	3	9	5	0	0	2	1	13	10
Advisory Curriculum Committees (w0lr)	0	2	0	1	7	4	0	2	1	5	8	14
Advisory Curriculum Committees (wlr)	0	4	0	3	1	2	0	1	0	3	1	13
Total Response	20	32	20	34	62	58	8	9	26	29	135	161

r = responsibility; i = influence

NOTE: The number in each cell indicates the total number of times the respondents identified the personnel or committees adjacent to the number as responsible for or influential in making decisions included in the category specified above the number.

	<u>Responsible / Influential</u>	
All Curriculum Committees	greater than 2/5	greater than 1/2
Curriculum Committees with lay representation	less than 1/5	less than 1/4

In the preceding it is apparent that the respondents perceive Department officials to be responsible for about three-fifths of all such curriculum decisions as were included in the questionnaire and to be influential in approximately one-half of these curriculum decisions.

An implication of these results is that the responsibility for the majority of the decisions made in planning and developing Canadian provincial curricula is vested in the officials of provincial Departments of Education. This would appear to be in contradiction to the recommendations made by the National Education Association in a report of the Project on Instruction.¹ In the preceding section which summarized the responses which designated who was responsible for making various curriculum decisions it is evident that government officials were responsible for many decisions which could be as well or better made by persons involved in education at the local school or district level. Theoretical guidelines suggested that: decisions concerned with what and how to teach be made by local faculties and that final instructional decisions be left to the teacher, policy decisions be made by local school boards and the decisions concerned with the implementation of these policies be made by the professional

¹A summary of the five recommendations contained in the N.E.A. report was presented in Chapter II, pages 12 and 13.

staff, decisions concerned with standards of instruction and general goals of education for the province be made by provincial education authorities. Non-governmental lay groups may be encouraged to stimulate curricular and instructional experimentation and innovation in conjunction with academic scholars and the teaching profession.

The tabulated data indicates that approximately two-fifths of all responses stated that responsibility for curriculum decisions was delegated to curriculum committees. However, curriculum committees with lay representation were identified as responsible in one-fifth of the cases and influential in another one quarter. In the presentation of findings for individual provinces it was evident that lay participation was predominantly through professional, business and industrial representatives and only in a few instances was evidence given of citizen groups having representation on curriculum committees which were identified as responsible or influential in curriculum decision making. Educators, including teachers, school administrators and university personnel were represented on the majority of the committees included in the classification in Table III. Hence, they were reported as sharing responsibility for approximately two-fifths of curriculum decisions included in the sample.

Background Determinants. The findings of this study indicate that Canadian provincial Directors of Curriculum were perceived as being responsible for two-fifths of the decisions included in this category and were influential in another one-sixth. Other government personnel were responsible for about one-third of such decisions and

influential in about another one-eighth. Therefore, more than two-thirds of the decisions related to background determinants were made by provincial Departments of Education officials.

Responsibility for the remaining one-third of the decisions included in the sample were delegated to curriculum committees on which educators had representation. Lay representation was restricted to committees which were responsible for about one-twentieth, and influential in approximately one quarter, of curriculum decisions concerning information about the learner, society, and knowledge.

Curriculum Objectives. The findings of this study show that the respondents identified Directors of Curriculum as responsible for one-seventh of the curriculum decisions included in this category and influential in about one-eighth. Other government personnel were listed as being responsible for approximately one-third of the decisions made regarding the objectives of provincial curricula and influential in almost one-third of these decisions. Considered together this suggests that Departments of Education officials were responsible for approximately one-half of the curriculum decisions related to the determination and allocation of the objectives of provincial curricula.

Educators, through representation on curriculum committees, share responsibility for one-half of the decisions about curriculum objectives. Through representation on curriculum committees lay organizations and citizen groups shared responsibility for one quarter of the curriculum decisions related to objectives of provincial curricula.

Curriculum Content and Learning Experiences. The function of a curriculum branch with regard to the selection and organization of curriculum content and learning experiences includes providing for continuous study and evaluation of each curriculum area and for reviewing recent findings in academic disciplines relevant to the provincial curriculum.

The summary of the findings presented in Table III suggest that the provincial Directors of Curriculum were responsible for one-ninth of all decisions included in this category and were influential in approximately another one-tenth. Other government personnel were responsible for making approximately one-third of the decisions included in this section and were influential in about one-sixth more of these sample decisions.

Hence officials within the Departments of Education were responsible for approximately one-half of the decisions included in the section of the sample regarding decisions related to the selection and organization of content and learning experiences.

The responsibility for about one-half of the curriculum decisions related to content and learning experiences was delegated to curriculum committees. Therefore, educators, through representation on these committees, shared this responsibility for the decisions in this section. Lay organizations and citizen groups shared responsibility for approximately one quarter of these decisions and acted as sources of influence in another one quarter of the same decisions.

Curriculum Organization. From Table III it is noted that the provincial Directors of Curriculum were responsible for three-eighths of all decisions included in this category and were influential in another two-ninths. Other government personnel were responsible for making one-half of the decisions about organization and were influential in making about another one-third. It is evident in the preceding summary that officials within the Departments of Education were responsible for almost seven-eighths of the decisions included in the section of the sample regarding decisions related to curriculum organization.

The responsibility for one-eighth of curriculum decisions related to the organization of the curriculum plan was delegated to curriculum committees. To the degree that they were represented on these committees, educators, shared this responsibility and acted as sources of influence for another one-third of the decisions related to curriculum organization.

Lay organizations and citizen groups had no share in the responsibility for decisions concerning the organization of the curriculum plan, however laymen were represented on committees which influenced one-ninth of the decisions within this category.

Curriculum Evaluation. The findings indicate that the provincial Directors of Curriculum were responsible for about one-sixth of all decisions concerning curriculum evaluation and were influential in about another one-sixth of those decisions. Other government personnel were responsible for approximately one-half of the decisions included

in this section and were influential in about one third more.

It is evident in the preceding information that officials within the Departments of Education were responsible for about three-fifths of the decisions included in the category regarding decisions related to curriculum evaluation.

The responsibility for approximately one-half of curriculum decisions related to evaluation was delegated to curriculum committees. Hence, educators, through representation on these committees, shared responsibility for these decisions. Of the above curriculum committees, those which included lay organizations and citizen groups shared responsibility for approximately one-sixth of these decisions and acted as sources of influence in another one quarter.

CHAPTER XIII

IMPLICATIONS AND RECOMMENDATIONS

I. LIMITATIONS OF THE STUDY

It was evident when the first few questionnaires were returned that a questionnaire method of data collecting would pose limitations in the interpretation of the findings within the frame of reference set out in the initial chapters of this thesis. In order to ensure that provincial Directors of Curriculum would take time out from their busy schedules to complete the questionnaire its length was restricted. Therefore, a limited number of questions broad in scope were used in place of many specific questions. It is questionable that the process of curriculum development in Canadian provinces can be analyzed completely using a single general questionnaire type instrument to gather the necessary data.

The decision to focus on curriculum development in its broadest sense in each province also may be questioned. Similar aims may have been achieved if a particular nation-wide innovation such as new mathematics, or a specific grade or subject area was selected and the process of decision making relative to this portion of curriculum development studied in depth.

From the responses received it was evident that the term "responsibility" was laden with a "legal" value sense and that in some cases the idea of delegated responsibility was not established.

Furthermore, the Directors of Curriculum in some instances reported that it was impossible to specify what person or committee was responsible for making various decisions. In response to other items the respondents stated that there were too many sources responsible and that listing or identifying them was impossible.

Any generalizations made with respect to the actual process of curriculum development used by Canadian provinces are made under the assumption that the sample of curriculum decisions incorporated in the questionnaire is a valid representation of the decisions encountered in the process of curriculum development. That this assumption is valid has not been proven conclusively.

II. IMPLICATIONS OF THE FINDINGS

The purpose of this study was to analyze the process of curriculum planning and development used by Canadian provincial Departments of Education. The study also analyzed the type of committee structures used and the roles of provincial Directors of Curriculum in curriculum decision making.

The following implications are drawn from the findings of this study:

1. The theoretical development of this study emphasizes that the best curriculum development demands that "the most relevant knowledge be brought to bear as precisely as possible at each decision making point." The findings of this study, however, indicate that over one-half of all decisions concerning curriculum were the responsibility

of Department officials. It appears that if cooperative decision making is accepted as a function of the process of curriculum planning and development, provincial Directors of Curriculum should re-evaluate their means of securing the "most relevant knowledge."

In an age during which numerous changes and innovations in curriculum development are being implemented and during which an increased emphasis on specialization prevails it is questionable that provincial Directors of Curriculum and relatively small numbers of Department officials are able to devote sufficient time to ensure that the many decisions for which they are responsible are in fact based on the best possible information available. Careful consideration must be given to the possibility of delegating greater shares of this responsibility to personnel in other levels of provincial educational systems.

In view of the above conditions and the numerous committees on which the Directors of Curriculum and Department officials serve, a legitimate argument is presented for more expertise in the form of subject consultants, specialists in learning theory and in testing and measurement, and other such personnel. It is obvious from the findings of this study that the provincial Directors of Curriculum and Department of Education officials are spreading themselves very thin. Consequently, they offered part-time service to areas of curriculum development which required the service of a full-time expert or specialist.

2. The analysis of the process of curriculum planning and development presented in Chapter II emphasizes that the decisions concerning background determinants which form the foundation upon which the curriculum is developed are very crucial to good curriculum development. In the Chapters presenting the findings for each province it is observed that the respondents often were unable to specify who were responsible for decisions included in this category. Furthermore these persons reported that Department officials were responsible for two-thirds of the decisions related to the nature of the learner, society and knowledge. Admittedly this is an intangible area of curriculum development. However, the findings indicate that it is an area suspected of presently being neglected. The implication, therefore, is that the responsibility for decisions concerning this area of the process of curriculum development should be delegated to appropriate specialists or experts who can establish and clearly and comprehensively organize information about the learner, society and knowledge which serves a foundation upon which the curriculum is developed.

3. The findings of this study indicated that professional educators, including teachers, school administrators and university personnel were represented on each type of curriculum committee - Major, Minor, and Advisory. Laymen were also included on some curriculum committees. The summary of the findings show that laymen shared in the responsibility of about one-fifth of all curriculum decisions and were influential in approximately another one quarter. However, it is not

explicitly demonstrated to what degree lay representatives were included on committees which were responsible for making decisions of significant consequence to the provincial curriculum. In the analysis of the data collected it is apparent that few citizen groups other than representatives of the professions, business and industry were represented on curriculum committees charged with responsibility for significant curriculum decisions. Directors of Curriculum might be encouraged to consider means of encouraging lay participation in those curriculum decisions for which they possess relevant knowledge.

4. Literature related to this study suggests that curriculum committee structures employ three basic types of committees - Major, Minor and Advisory Curriculum Committees. These types of committees are defined, according to function, in Chapter II and were incorporated in the questionnaire to serve as a guide for committee classification by the respondents.

To the extent that this study surveyed the committee structure employed by the provinces it is apparent that such a structure was not always used. For example, in some provinces the respondents indicated that Minor Curriculum Committees made recommendations to appropriate Department officials without requiring approval from Major Curriculum Committees.

5. No apparent trend or pattern is detected with regard to the relationships of the provincial Directors of Curriculum to other personnel within the Departments of Education. The position of Canadian provincial Directors of Curriculum is noted to vary in the

hierarchical level of authority relative to respective Ministers of Education. For example, in some provinces there occurred as many as three levels of authority between the office of Director of Curriculum and that of Minister of Education. In other provinces only one level of authority separated these two offices. Obviously the roles of these Directors of Curriculum were quite different.

Similarly the personnel organization of the Curriculum Branches varied. In some provinces the Curriculum Branch was under the direction of the Director of Curriculum who coordinated the activities of a few curriculum consultants and curriculum committees. In others the Curriculum Branch consisted of several special departments headed by supervisors who reported to the Director of Curriculum.

6. Variation in the relationship of the Directors of Curriculum to curriculum committees is noted. In one-half of the provinces surveyed Directors of Curriculum served on each of the Major Curriculum Committees used. In six of the provinces Directors of Curriculum were members of some Minor Curriculum Committees and in three provinces they were members of at least one Advisory Curriculum Committee. Only one province reported that the Director of Curriculum was not a member of any curriculum committee. However, in this case the office of the Director of Curriculum appeared high in the hierarchical structure of the Department of Education and was served by several assistants and curriculum specialists.

7. The differences in structure and organization of the provincial Curriculum Branches resulted in a variation in the relationships of

Curriculum Branches within respective Departments of Education. In some provinces the Curriculum Branches consisted only of a Director of Curriculum and a few curriculum consultants. Channels of communications to other departments whose activities significantly influenced those of the Curriculum Branch were essential. In other provinces where the structure of the Curriculum Branch was wider in scope these departments were units within the Curriculum Branch.

III. RECOMMENDATIONS FOR FURTHER STUDY

This was a study to attempt to analyze decision making in the process of curriculum planning and development. Recommendations for further study employing the analysis of the process of curriculum planning and development underlying this study include the following:

1. Further research is required in order to validate the representativeness of the questionnaire sample of decisions made in the process of curriculum planning and development.
2. Further research is required in order that the functions and interrelationships of various curriculum committees be better understood. This could lead to clarification of the degree of responsibility and influence educators at the local school level have through their representatives on curriculum committees.
3. Since it is evident from the findings of this study that Department officials were responsible for a considerable percentage of all curriculum decisions some research into the qualifications and preparation in curriculum theory and instruction and in subject matter

fields of these officials could be conducted.

4. Since the office of director of curriculum is emerging as a position in local district central offices research aimed at establishing realistic guide-lines or job descriptions defining the role of local directors of curriculum might follow this study.

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A P P E N D I C E S

A P P E N D I X A

QUESTIONNAIRE

QUESTIONNAIRE TO DIRECTORS OF CURRICULUM

PART A--CURRICULUM COMMITTEE STRUCTURE

While considerable variation exists among the provinces with respect to the committee structure employed in curriculum planning and development a review of the literature suggests several provincial Departments of Education use a committee network consisting of:

- (1) principal personnel
- (2) major curriculum committees
- (3) minor curriculum committees, and
- (4) other curriculum committees

Each of these four categories will be described in the following pages. (Should the above categorization not describe the curriculum committee structure used by your Department, please make any necessary modifications).

1. Principal Personnel: Which persons from the provincial government staff share in the responsibility of curriculum decisions?

examples: --members of provincial legislature
 --other department officials
 --director of curriculum

(Please specify by title or position).

- 1a _____
- 1b _____
- 1c _____
- 1d _____
- 1e _____
- 1f _____
- 1g _____
- 1h _____
- 1i _____
- 1j _____
- 1k _____
- 1l _____

2. Major Curriculum Committees: What policy making or co-ordinating committees (or divisions or subdivisions within the Department) act as sources of final recommendation to the Minister or director of curriculum on curriculum matters within their jurisdiction?

examples: --provincial curriculum advisory board
--elementary school curriculum committee
--secondary school curriculum committee

(Please specify by title).

2a _____

2b _____

2c _____

2d _____

2e _____

3. Minor Curriculum Committees: What subcommittees are used for purposes which relate to the work involved in planning and developing the curriculum? (Include all subcommittees which serve a similar purpose in different subject areas under a general classification and specify the number of such subcommittees, eg. revision committees (15)).

examples: --appraisal committees
--subject committees
--revision committees
--standing committees

(Please specify by title or general classification).

3a _____

3b _____

3c _____

3d _____

3e _____

3f _____

3g _____

3h _____

3i _____

3j _____

3k.....

3l.....

4. Other Committees: What specially appointed committees and volunteer groups advise or provide information concerning various matters related to curriculum planning and development?

examples: --advisory committees
--ad hoc committees
--guidance committee
--audio visual services

(Please specify by title or general classification).

4a.....

4b.....

4c.....

4d.....

4e.....

4f.....

4g.....

4h.....

4i.....

4j.....

4k.....

4l.....

PART B -- CURRICULUM DECISIONS

In the following section and listed by categories is a representative sample of decisions made in the process of curriculum planning and development. The principal personnel, major, minor, and other curriculum committees are responsible for making decisions such as these. Using the code number (re--PART A) associated with the principal personnel, the major, minor, or other curriculum committee, identify what persons or committees;

- (1) hold the major responsibility,
- (2) are a source of major influence, or
- (3) are a source of minor influence for each of the following decisions.

It is assumed that the Minister or the director of curriculum in the final analysis is responsible for the curriculum decisions. In cases in which they delegate the responsibility for making certain decisions to other persons or committees, identify that person or committee as holding the "major responsibility" for making the decision.

EXAMPLE

The following is a sample item to show the nature of the decisions, the provisions for rapid marking, and the type of mark required.

Who is responsible for the formulation of broad statements of objectives of the curriculum plan?

major responsibility	<u>1c</u>		
sources of major influence	<u>2a</u>	<u> </u>	<u> </u>
sources of minor influence	<u>4f</u>	<u>3c</u>	<u> </u>

1. Background Determinants: Who is responsible for interpreting information pertaining to the background determinants which serve as a basis for curriculum decisions, such as:

- (a) the nature of the learner, eg. his psychological needs; physical, emotional, social and intellectual growth and development; how he learns?

major responsibility	<u> </u>		
sources of major influence	<u> </u>	<u> </u>	<u> </u>
sources of minor influence	<u> </u>	<u> </u>	<u> </u>

- (b) societal factors, eg. value patterns; cultural characteristics; educational expectations; social, economic, and political conditions; manpower requirements of the province and the nation?

major responsibility _____
sources of major influence _____
sources of minor influence _____

- (c) the nature of knowledge, eg. its structure; the rapid development of new knowledge?

major responsibility _____
sources of major influence _____
sources of minor influence _____

2. Curriculum Objectives: Who is responsible for the development of the objectives which define the desired outcomes sought by the curriculum, such as:

- (a) the formulation of broad statements of objectives of the curriculum plan?

major responsibility _____
sources of major influence _____
sources of minor influence _____

- (b) the allocation of objectives sequentially into various levels of the curriculum?

major responsibility _____
sources of major influence _____
sources of minor influence _____

- (c) the allocation of objectives for various sub-areas in the curriculum plan, eg. for particular subjects?

major responsibility _____
sources of major influence _____
sources of minor influence _____

3. Curriculum Content and Learning Experiences: Who is responsible for the selection and organization of content and learning experiences, including:

- (a) adding and/or eliminating content and the sequential ordering of the content selected?

major responsibility _____
sources of major influence _____
sources of minor influence _____

- (b) methods of instruction, class size and learning experiences to be employed in presenting the content?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (c) the selection and approval of textbooks?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (d) the selection and approval of books for authorized library lists and other instructional materials such as films, slides, maps, equipment, etc.?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (e) the setting of standards and examinations?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (f) the amalgamation of various disciplines into general fields of study, eg. general science course including physics, chemistry, biology and geology?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (g) the adoption of "package" courses, eg. PSSC physics, CHEM study, etc.?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

4. Curriculum Organization: Who is responsible for directing the organization of the curriculum plan to provide for some degree of flexibility in schools for non-graded plans, continuous progress programs, etc.?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

5. Curriculum Evaluation: Who is responsible for the evaluation of the effectiveness of the curriculum, including:

- (a) determining whether the proposed objectives are actually attained?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (b) evaluating particular areas of the curriculum for the purpose of recommending necessary changes?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

- (c) evaluating recent findings related to the teaching and learning process and evaluating new developments in the academic disciplines which may affect curriculum change?

major responsibility	_____		
sources of major influence	_____	_____	_____
sources of minor influence	_____	_____	_____

PART C--PERSONNEL INVOLVED IN CURRICULUM BUILDING

1. Principal Personnel:

In the left-hand column are code numbers corresponding to the principal personnel identified in category (1) of PART A. Using the code numbers in categories, (2) major curriculum committees, (3) minor curriculum committees, and (4) other curriculum committees identify the committees on which each of the following serve.

EXAMPLE

Principal Personnel	Committee Code			
1a	2a	3c	3g	41
1b	3b			

Principal Personnel	Committee Code			
1a				
1b				
1c				
1d				
1e				
1f				
1g				
1h				
1i				
1j				
1k				
1l				

In the following two sections list in the left-hand column (2) local school authorities and (3) other individuals or groups who serve or are represented on provincial curriculum committees. In the boxes on the right place the code numbers of the curriculum served by each as in section (1) above.

2. Local School Authorities: Which personnel directly involved in education at the school or district level serve as representatives on provincial curriculum committees?

examples: school superintendents
school curriculum specialists
recognized classroom teachers
(Please specify by title or position)

Local School Authorities (Title of position)	Committee Code							
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

3. Other Individuals:

What groups or organizations interested in curriculum matters have representation on any of the provincial curriculum committees?

examples: provincial teacher associations
provincial trustee associations
university professors
professional, industrial and business associations
(Please specify by title or organization membership)

Other individuals (Title of organization)	Committee Code							
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

PART D--ORGANIZATION FOR CURRICULUM DEVELOPMENT

1. How is your provincial Department of Education organized for curriculum development?
 - (a) What is the relationship of the director of curriculum to other personnel within the Department.
 - (i) Illustrate with an organization chart.
 - (ii) Who reports to the director of curriculum?
 - (iii) To whom does the director of curriculum report?

(b) What is the relationship of the Curriculum Branch within the Department?

- (i) Illustrate with an organization chart.
- (ii) What channels of communication exist between the Curriculum Branch and other departments?

A P P E N D I X B

LETTERS TO DIRECTOR OF CURRICULUM

(601)11147 - 82 Avenue,
Edmonton, Alberta

June 10, 1967

Dear Sir:

In connection with a research project being conducted in the Department of Educational Administration at the University of Alberta, I am requesting your assistance. In order to obtain the necessary information for this study a questionnaire has been prepared. The thesis is being prepared under the supervision of Dr. W. D. Neal.

The questionnaire is designed to survey the following aspects of curriculum planning and development within provincial departments of education:

- (1) What type of curriculum committee structure is used?
- (2) How are professional educators and the lay public represented on curriculum committees?
- (3) Who is responsible for decisions made in the process of curriculum development relating to such matters as the background determinants, the objectives, the selection and organization of content and the evaluation of the curriculum?
- (4) What is the relationship of the Director of Curriculum and the Curriculum Branch within the Department of Education?

Would you be kind enough to complete and return the enclosed questionnaire? I would be pleased to clarify any queries which you may have concerning the enclosed questionnaire. A summary of the findings which may be of interest to you will be compiled and sent to you on completion of the study.

Thank you in advance for your consideration and assistance in this study.

Sincerely,

JDH/sp

J. D. Horovatin.

(601) 11147 - 82 Avenue
Edmonton, Alberta

July 5, 1967

Dear

About three weeks ago, I sent a questionnaire to you in connection with a research project designed to study curriculum planning and development at the level of the provincial Department of Education. Because of the nature of this study a complete return is most desirable.

As yet I have had no reply from you, I would sincerely appreciate your earliest possible attention to this matter. If you have returned the completed questionnaire, please accept my sincere thanks for your cooperation.

A summary of the findings will be sent to you as soon as possible.

Sincerely,

JDH/sp

J.D. Horovatin

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